# DOCUMENT RESUME

ED 115 955 CE 005 850

| | |
|---|---|
| AUTHOR | Bingner, Charles |
| TITLE | Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post Secondary Schools. Final Report. |
| INSTITUTION | Lakeshore Technical Inst., Sheboygan, Wis. |
| SPONS AGENCY | Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. |
| REPORT NO | VT-102-347 |
| BUREAU NO | 1-361-0166 |
| PUB DATE | 31 Jul 74 |
| GRANT | OEG-0-71-1027(361) |
| NOTE | 521p.; Not available in hard copy due to marginal legibility of original document |
| EDRS PRICE | MF-$0.92 Plus Postage. HC Not Available from EDRS. |
| DESCRIPTORS | *Articulation (Program); *Career Education; *Developmental Programs; Elementary Secondary Education; Job Placement; Job Training; Occupational Guidance; Post Secondary Education; *Program Descriptions; *Program Evaluation; Resource Guides; Vocational Education |
| IDENTIFIERS | Wisconsin (Sheboygan) |

ABSTRACT

Conducted from May 1971 to July 1974 at the Lakeshore Technical Institute in Sheboygan, Wisconsin, the comprehensive career education program was established initially to serve 15 school districts but was redirected into a "model school" approach serving four schools. Business, industry, and labor became involved and loaned support to the project. A K-14 curriculum guide was developed and career information centers established in all four schools--elementary, junior high, senior high, and postsecondary. A job bank of microfiche proved to be the most effective activity to bring interested high school students into the career information center. Results of the third party evaluation were positive for teacher and counselor roles and attitudes, the career centers development and use, community awareness and interest, staff workshops, student awareness of post high school education, and career awareness in elementary children. The report describes the project, presents a 356-page evaluation report, and includes various project related materials: (1) program models, (2) sample handouts, (3) graduate followup study, (4) manpower survey, (5) list of science related careers resources, (6) guidelines for pupil services, and (7) a 54-page value rated list of career education resource materials. (Author/NJ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED115955

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Project No. 1-361-0166
Contract No. OEG-0-71-1027(361)

# Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post Secondary Schools

Exemplary Project in Vocational
Education Conducted Under Part D
of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education; Office of Education; U.S. Department of Health, Education, and Welfare; Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position of policy.

Charles Bingner
Board of Vocational, Technical, and Adult Education
District Eleven
1290 North Avenue
Cleveland, WI 53015

July 31, 1974

CE005850

FINAL REPORT

Project No. 1-361-0166
Contract No. OEG-0-71-1027(361)

# Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post Secondary Schools

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Charles Bingner
Board of Vocational, Technical, and Adult Education
District Eleven
933 Erie Avenue
Sheboygan, WI 53081

July 31, 1974

VT102347

# Table of Contents

1. Historical Overview . . . . . . . . . . . . . 1-11
2. Year One . . . . . . . . . . . . . . . . . . 12-16
3. Years Two and Three . . . . . . . . . . . . . 17-19
4. Career Information Center and Other Activities . . . . . . . . . . . . . 20-31
5. K-12 on-going Programs . . . . . . . . . . 32-44
6. High School, Post High School On-going Programs . . . . . . . . . . . . . 45-51
7. Problems . . . . . . . . . . . . . . . . . . 52
8. Conclusions . . . . . . . . . . . . . . . . . 53-54
9. Recommendations . . . . . . . . . . . . . . . 55-56
10. Summary of Report . . . . . . . . . . . . . 57
11. Third Party Evaluation Report . . . . . . .
12. Appendix . . . . . . . . . . . . . . . . . .
    A. Blue Print
    B. Component
    C. Model for Curriculum Development
    D. Sheboygan Career Education Organization and Structure
    E. Use of the Job Bank
    F. Occupationally Oriented Tech Math
    G. G.E.D. Program
    H. Job Entry Welding Course
    I. Follow-up Study
    J. Manpower Survey
    K. Careers Related to 9th Grade Science (a teacher's first step toward Career Education)
    L. An Overview of Career Education (Pupil Services DPI)
    M. Elementary School Career Education Overview (Elementary Consultant)
    N. Grant School Speakers Program
    O. Samples of Some "Hands-On" Learning Center Approaches
    P. Career Education Materials 1971-1974 (Partial Listing) Inventory and Location of all Material Purchased by Project Funds
    Q. Joint Mission Statements

# HISTORICAL OVERVIEW

A post-mortem of a project that proved to be successful, yet a failure, is essential. The results have much to offer any person(s) interested in education and educational change. The results of the project were quite predictable, as well as reactions from interested and involved people in and surrounding the project, as the project turned away from its original intent and direction.

Originally, the project was conceived by both the Sheboygan Public Schools and Lakeshore Technical Institute. In the beginning stages of planning, the goals were somewhat modest. However, when the original project proposal was turned down, the goals of the project expanded from basically articulation of curriculum between secondary and post secondary education to include a multitude of goals designed to satisfy practically anyone examining the proposal. The project was approved on this format.

Problems began when the people involved in the planning of the project either left their respective school systems, or where given additional duties that left them with little or no time to help orient the new project staff. As a result, drastic changes took place in the direction intended for the project.

The project ended as a Career Education Program, but it began with a strong vocational emphasis. Much to the chagrin of individuals in leadership positions in the State, the project formed its own philosophy accepting Career Education and slowly moved away from the vocational education emphasis. This led to negative feelings in the Department of Public Instruction and Vocational, Technical, and Adult Education toward the local Lakeshore Technical Institute and the project. As time went by, and Career Education slowly had an impact on thinking in the DPT and VTAE; a somewhat more positive feeling became evident.

During the first year of the project, it had one redeeming feature that Lakeshore Technical Institute seemed to appreciate, even if the project was heading in a "more than vocational" direction. That was of basically one of public relations. The first year the project serviced fifteen school districts and the private schools therein. This identified the project as being from Lakeshore Technical Institute even though it was a joint venture between Lakeshore Technical Institute and the Sheboygan Public Schools.

The first summer, the teachers and counselors were invited to attend a summer workshop to develop a K-12 Career Education Guide. It was a huge success, many teachers and counselors were involved. They created an excellent career development guide. At this point, the project cessed to be only vocationally oriented and became "Career Education" oriented. This took place because of the fact that when the new staff, a former superintendent, a secondary counselor and an elementary counselor; implemented the project they were given direction from Harry Drier, Jr., the Career Development Consultant at the Department of Public Instruction in Madison, WI. At the same time, career development workshops were being held in different parts of the State funded by the Department of Public Instruction. The DPI had also just completed a basic career development guide consisting of 16 concepts and many general objectives. In the search for direction, the project obtained a copy of the Career Development Guide from the DPI for the Sheboygan workshop. The State Guide for Career Development was seen as a tool to reach the objective of "Articulation of Occupational Information K-14."

The project staff, now Career Education consultants, moved out into 15 school districts in the Lakeshore Technical Institute area schools. They developed and implemented plans and programs to "Articulate Occupational Information" K-14. The serving of the many surrounding districts proved to be a successful way of initiating articulation K-14. The project purchased thousands of dollars worth of material to be loaned to the teachers and counselors to help implement the K-12 Guide. The consultants would then go into classrooms and demonstrate materials and their integration into curriculum. The project was perceived as very effective, and it was well received by local administrators, teachers, and counselors. Educators at all levels and locations supported the project. At this point, disaster struck in the form of our first Federal "on-site visit."

The money for the project came from U.S.O.E. in Washington, directly to Lakeshore Technical Institute (LTI) as the funding agent. At the end of the first fiscal year, representatives from U.S.O.E. came for an on-site visit and evaluation. When they found that the project was attempting to service 15 school districts, they said it was too broad an area to service and the project must pull back. It was also pointed out by "on-site visitors" that the project was not supposed to be service oriented, but exemplary. Therefore, the project must use a "Model School" approach or receive no more Federal funding.

The project director then contacted the Sheboygan Superintendent of Schools and requested to be allowed to select Model Schools. Permission was given for the project to ask local building principals for permission to use their school as a Career Education Model School. The principals consented when they were told the materials purchased by the project would be placed in their buildings for their staff and students. The project was then allowed to function in four schools: Grant Elementary, Horace Mann Junior High School, North High School, and the Sheboygan section of Lakeshore Technical Institute.

The Model School approach was followed by the project during the last two years. It proved to be highly successful and also very fatal. Highly successful because it showed what could be accomplished in Career Education. Very fatal because it turned off the school systems expecting materials and services as originally planned. LTI also became disenchanted because of the loss of their "public relations" interest and articulation between secondary and post secondary schools.

A second summer workshop was held for teachers and counselors and an expanded, improved K-14 Career Education Curriculum Guide was produced. The workshop participants did an excellent job on writing the guide. The guide (reproduced at local LTI District expense) has since been shipped all over the U.S. to school systems, universities, State agencies and individuals. The project received numerous letters praising the guide and giving it "high marks."

The second year, the project staff moved into the Model Schools and tried to identify individuals and procedures for establishing implementation plans between the Model Schools and the project. In each school, a mini-steering committee was established to aid in implementation. The mini-steering committee was made up of Sheboygan Central Office administrative staff, building administrative staff, a guidance person, and/or teacher representatives. Also included were members of the project staff.

The mini-steering committees were effective at the senior high and elementary level. It almost never functioned at the junior high level. Some individuals that served on the mini-steering committee also served on the larger steering committee which was created to direct the original LTI District project.

The second year the larger steering committee was changed to include all representatives from LTI and Sheboygan Public Schools except for the Superintendent from Plymouth to maintain a representative for outlying school systems. The steering committee lost direction and reason for existence during the second and third years because no specific expectations were established for Model

Schools. Attendance declined until near the end of the project. At that time, discussions were concerned with what would happen to the materials purchased by the project. Attendance picked up as they became more interested in the disposition of materials and what materials they would gain or lose.

During the second year, Career Information Centers were established in each of the Model Schools. At Grant Elementary School, a Career Information Media Center was established, under the direction of the librarian. The media center was the location of the Career Information Center at Horace Mann Junior High School also. A special location was identified for keeping the materials related to Career Education. North High School located their Career Information materials in a former classroom and hired a para-professional to staff it as a Career Information Center.

The Career Information Centers were operated somewhat differently in each building. At Grant, the materials teachers used were placed in additional locations (classrooms, library, etc.), than the media center. Whereas, at Horace Mann, all of the material was located in the media center and available to both staff and students. The Career Information Center at North was the most flexible in terms of use of materials and its flow in and out of the Center. The LTI District Career Information Center had two basic objectives: 1) use by the post high school staff and 2) loan of services and materials to all public and private schools in the LTI District area.

All of the centers had various types of audio-visual materials. The students and teachers had access to 16mm films, video-tapes, cassettes, filmstrips, books, etc. The material was most effective in aiding the teachers and counselors in implementing Career Development into the curriculum. Since the teachers had a role to play in deciding what materials would be purchased, they were aware of what was available, and through the workshops, had developed activities based on available materials.

As the teachers became more involved in Career Education, it is noteworthy that the teachers tended to rely less on audio-visual materials and more on their own independently-developed activities. This was especially evident at the elementary level and tapered off moving up the grades. For many teachers, the materials seemed to be what they needed to break away from the mold they had previously created.

It seems very important to have various types of materials available for subject area teachers to utilize when they first begin to deal with Career Education. Otherwise, they seem to feel they are treading on new ground with nothing to aid them. Many times the materials seemed to be the crutch they needed to help them take the initial step.

Not including mini-steering committee meetings, the staff of the project held many group and individual meetings with the staff of model schools throughout the last two years of the project. Subject teachers seemed to have difficulty many times in divorcing themselves from the feeling the Career Education expected them to relate all they taught to an occupation(s).

As the project progressed the second year, the administration at various levels tended to polarize their feelings. Several administrators gave open support and encouragement to the project while others tended to remain neutral or shy away toward a more negative stance. However, this did change for a period of time when the project would make funds available for purchase of equipment, materials, etc. After a comparatively short period of time, feelings tended to return to their original positions. The LVEC and principal at North and Grant were the most supportive of the project, which had a positive effect on the teachers.

Also during the second and third year, teachers tended to polarize into groups that were either positive or negative. By the end of the third year, there were few teachers that could be considered neutral. Apparently, the Model School approach forced teachers to examine Career Education and then to accept or reject it.

At first, English teachers seemed to be most interested in Career Education; followed by Industrial Arts and Home Economics teachers. Towards the end of the second year and beginning of the third year, other subject areas developed an interest. Social Studies, Science, and other subjects followed slowly. It is interesting to note that the English teachers appeared to lose some of their early enthusiasm.

The Guidance people at the secondary level tended to polarize at the two extremes. The two junior high counselors were extremely positive toward Career Education and saw it as a tool to meet the needs of more students. They also felt it was an excellent tool in working with the teachers. On the other hand, the senior high counselors felt they had more important things to do than "play around" with Career Education. Toward the end of the third year, several of the counselors at North High slowly moved toward Career Education in that they did help several of the teachers implement Transaction Analysis (TA) into their classrooms to aid in reaching the "Component of Self."

The K-6 teachers at the elementary level seemed to have been the most receptive of Career Education. These teachers were highly creative in their attempts to integrate Career Education into their classrooms. The guidance counselor was very cooperative and played an important role in creating programs and activities reflecting the thrust of Career Education in the lower grades.

Years two and three tended to support what was happening nationwide. The elementary level tended to be easier to convince of the value of Career Education while the senior high and post secondary levels were the most difficult. Although as secondary teachers had the opportunity to relate to Career Education during workshops, they also tended to move forward, but more slowly.

During the end of the second year and the beginning of the third year, the project started to make overtures toward LTI as the fourth Model School. LTI was basically interested in articulation of senior high, post secondary curriculum and was almost impossible to bend toward Career Education. This came as a surprise to the project. The staff of the project hoped that the people of LTI would be interested in the many aspects of Career Education that would relate to vocational education. As the project became somewhat more involved with LTI, it continually reinforced the original discovery. LTI appeared to be a senior high with more vocational programs. A few of the staff developed a real interest, but this was balanced by a negative reaction on the part of most of LTI's administrators. This negative feeling was even detected by the Vocational, Technical, and Adult Education (VTAE) in Madison during the third year as they were becoming more interested in Career Education. Most of the negative reactions from LTI were a result of the change in direction from the original intent of the project.

Articulation meetings sponsored by the project took place during the second and third years and the area of mathematics proved to be the most active. LTI wanted high schools to adopt technical math so students would be better prepared for some of the more complex courses many students were taking.

The math teacher from Plymouth was involved in these articulation meetings as well as some of the project's summer workshops. He felt that Tech Math was still too academic and did not meet the needs of students. So he proceeded to develop a Tech Math in which students have a choice of many different occupational packets to do their math. For example, if a student chooses carpentry, then all of his math problems would relate to its usage in carpentry. Students no longer asked why they should take math!

The project created a Career Education Committee made up of representatives from business, industry, labor, government and education. Several meetings were devoted to the explanation of Career Education and the role of society. The business, industry and labor representatives were most accepting of Career Education and wanted to know how they could create partnerships between education and society.

As the meetings continued and the people from business, industry, etc., became more involved, the education representatives became more reserved and unwilling to make a commitment. Business, industry and labor became excited about the schools and the work world coming closer together through various approaches and to spend money to accomplish the objectives. It appeared that the educators lost interest when changes were spoken of and were not willing to consider expending any funds no matter what results might come. After several meetings with educators taking a harder stance each time, the work world representatives finally gave up and the Career Education Committee disbanded. Representatives of business, industry and labor were highly disappointed in the attitude of the educators toward change and a cooperative partnership. Business and industry were looking for methods of continuing the project and willing to spend money of their own but when they perceived the attitudes of the educators, the last opportunity to continue the project died.

The second and third year, the third party evaluator was from UW-Stout. The first year, the evaluator was from UW-Madison. Problems developed between the first year evaluator and the project because the project was leaning toward Career Education while UW-Madison evaluator was highly vocationally oriented.

The first year evaluator more accurately gauged the intent LTI perceived the project should be going and tried to reorient the project. The first year evaluator was also instrumental in forcing the project from area-wide to a Model School approach. Because of the torque applied from the project going in one direction and the first year evaluator, more damage was done and it was felt a new evaluator would be best.

Stout was then selected during the second year, and it was hoped that a close working relationship would develop. At first, a fairly close relationship was established with excellent results giving the project proper direction. The project was headed in the direction to achieve Career Education results, but with the clear understanding that it would be impossible to achieve results in Career Education and also meet all the myriads of goals written into the project. The project staff then realized the fact the project would succeed in achieving a measure of Career Education in the Model Schools, but would die because it would not be meeting the original goals of the project writers.

The third and fourth summer workshops were primarily oriented toward teachers producing activities and materials for their specific situations and not the production of a guide. Both workshops were successful to the point that additional Model School teachers became involved and developed materials and activities of their own and accepted, understood, and were ready to implement Career Education.

Generally, an examination of the past three years shows a high level of acceptance by many teachers at all grade levels as they perceive the enrichment of Career Education taking place in their classrooms. Teachers without workshop or some planning or in-service time found it difficult to accept the Career Education philosophy.

The general public when informed of Career Education and its goals, were most supportive and anxious that the school system integrate the new concepts. People in the business community were also supportive employees. Labor at first was somewhat suspicious of the intent of Career Education, however, once they had an opportunity to become involved they gave their support.

Educational administration at the highest levels started out somewhat positive toward the project and slowly reversed position as the recognition of needed change and possible reallocation of resources became apparent. When business, industry and labor began to ask for support from them, they would not cooperate and built a series of "straw houses" that dismayed the noneducators and led to the end of the Career Education Council.

Overall, the project was highly successful in implementing Career Education into the Sheboygan Model Schools. Successful in finding interested teachers, counselors, and principals that perceived Career Education as an enrichment of the curriculum and a way of meeting the needs of more students.

## Year One

The first year was a comparatively trouble-free year with few major problems even though the project staff attempted to implement project objectives in all public (and private) schools within the Lakeshore Technical Institute District.

The Career Education workshops the first year created a great deal of enthusiasm on the part of the participants. Participants from Sheboygan Public Schools insisted the Sheboygan central administration come to the workshop and confirm that they would be allowed to implement Career Education into their classrooms. They carried this enthusiasm back into the classroom and it lasted until other teachers told them they were "watering down" their academic curriculum. Some teachers lost their feelings of support and returned to the old methods if they received no support from other teachers or administrators. It became evident that teachers and counselors need to feel continuous support and encouragement from administrators and other teachers. The Model School approach solved this problem to a large extent. But the teachers still had definite feelings as to whether the building principals supported them or not and were very conscious of what other teachers thought of them.

Shortly after the workshop, the project established monthly LTI area-wide K-14 Counselor meetings. The primary function of these meetings was to establish counselors as the speerhead for Career Education and to create articulation and communication between the counselors. It proved to be very effective in spreading the basic concepts of Career Education and had spin-off benefits also. Various speakers were brought to the meetings to help in discussing various problems akin to counseling and Career Education. Another spinoff was that the project held a G.A.T.B. certification meeting with WSES in Sheboygan. As a result, 35 counselors were certified and the use of the G.A.T.B. spread to many of the school districts in the LTI District.

Also during the beginning of the first year, a PERT chart was developed which covered all three years as to how and when the project would reach the various objectives written into the Project Proposal. It, therefore, came as a tremendous shock when U.S.O.E. representatives informed the project staff that all project objectives were to be worked on at the same time. Therefore, the PERT chart was abandoned at the end of the first year. It is believed by the local project director that the project would have achieved more of the project goals by following the PERT chart and the LTI area-wide approach.

A Career Information Center was established in the building where the project was housed. Approximately $17,000 worth of material was purchased as soon after the workshop as possible to implement the K-12 guide produced in the summer workshop. Many teachers and counselors stopped in for materials, and materials were sent to surrounding school systems. Many of the schools came to reply on the materials and consultant services offered by the Career Information Center and the project staff. The largest percentage of people utilizing the Career Information Center also had participated in the workshop. Also those who best understood how to use the materials effectively had been in the workshop. The usefulness of an effectively operated workshop became quite evident by observing how and why the Career Information Center resources were utilized.

At this point in the project, everyone identified the project with LTI and felt very favorably toward the project and what it had to offer. Even if the staff was not doing everything specified in the Project Proposal, at least the warmth of the local schools toward LTI was quite evident--which was somewhat unusual up to this time.

The project staff followed up on the participants of the first summer workshop throughout the first school year. This was accomplished either in small groups or with individual teachers. It was slowly becoming evident that the staff was too small to effectively cover an area as large as served by LTI, especially when one considered that the workshop had more than 100 participants. After a series of meetings, it seemed that the 100 people spread over 15 school districts disappeared into the fabric and in many cases, ceased to be effective. The staff could not cover everyone effectively which was frustrating to all concerned. Career Education at the secondary level slowly went downhill because of several factors! One was already mentioned above, and the other, the fact the guide did not include subject areas for the junior high and was too general. The second year K-14 guide solved that problem. The Model Schools approach also identified a smaller number of people to work with.

The project staff was quite surprised by the amount of material requested by teachers for purchase. The budget was reallocated to cover some of the needs of the teachers. It was interesting to observe teachers "blow" their minds if they felt they had money to purchase materials to implement activities developed in the workshop. At first, they were looking at everything under the sun. An interesting phenomenon took place--they became highly creative and actually requested less than they originally thought they would. It seemed to be that when the fear of a meager budget is replaced with a "blank check," their thinking and creativity expands also. Budget has more of an effect on the pervading environment than is many times recognized. Teachers are not bound by walls, but by their own thinking and creativity, and given the opportunity, most can produce exciting activities to meet the needs of students.

The project staff during the first year presented Career Education in-service to every school system in the LTI District. A highly successful result of some of the meetings was the hiring of a Career Education Curriculum person with the responsibility of implementing Career Education into local curriculum in the Two Rivers School District. This person was hired from local funds and is still on the job doing excellent work. These area-wide in-service meetings showed that without having teachers in a workshop, it is difficult to be effective at the secondary level. The meetings were more successful at the elementary level. Secondary teachers had difficulty in visualizing the integration of Career Education into their curriculum. Many said they had no time to create a unit to fit into their subject area.

Besides LTI area-wide meetings for counselors, the project also established meetings for LTI cooperative supervisors and local LVEC's. The meetings proved effective in establishing articulation between secondary and post-secondary vocational education. Much was accomplished in creating a better relationship among those involved and one result was the enrollment of more high school students in a nursing program established for high school seniors by LTI.

Toward the end of the first year, the project staff recognized the fact that the project lasted for only three years and a way needed to be found to continue it. Because of the tremendous acceptance of the Career Information Center, its resources and the project staff, it was decided to request each district donate $10 per teacher times the number of teachers in that district. The reorientation of the project into Model Schools happened before all of the school districts had an opportunity to reply. Some quickly turned it down, while others expressed an interest in complying with the request. Most districts that replyed negatively said they knew the project was funded 100 percent from Washington and LTI District and could see no reason to spend any of their money. So when the project went into model schools, the materials and project staff were no longer available LTI Districtwide, it was the last straw for many school districts and they were turned off.

The original K-12 Guide was well received nationwide. More than 850 copies were sent out in response to requests from all over the nation. Requests for the K-12 guide were still coming into the project during the third year even though the K-14 guide had been out more than a year. Both guides proved to be just that--a guide. The guide was effective in in-service and workshop situations were it was used for demonstration as to what can be done. It then became an idea book participants used to create their own classroom activities.

Almost at the end of the first year a U.S.O.E. Region V representative from Chicago (Mr. Elmer Schick) visited the project for the first time. He was taken to various school districts where he had an opportunity to see Career Education in practice. However, it was the first inkling the project was in for trouble. He warned that Washington would take a dim view of the direction the project was following, federal expectations would require all project activities would have to be implemented concurrently.

The first year project activities were successful in reaching all school systems within the LTI District. The need for Career Education was demonstrated and the need for all school personnel to participate in "defining" Career Education for each district was called for. Little did the project staff understand the drastic changes and "redirection" to come.

## Years Two and Three

The second year started with the on-site visit of the federal supervisors from Washington and the third party evaluator. The third party evaluator and the state and federal supervisors met together before meeting with the project staff and determined the approach they would take. As a result, when the supervisors met with the project staff, they were informed they had to discontinue the LTI area-wide approach and accept a Model School approach or federal funding would cease. The staff responded with the fact that the project was written to cover all school districts in the LTI District. The third party evaluator, state and federal supervisors were adament and would not change so the staff relented and accepted the reorientation with the knowledge of what LTI and the surrounding school districts would say and think.

Some people feel the project should have been terminated at that point because it could not reach the objectives of the original writers. However, the redirection did give opportunity to have a much greater impact on a school district. The project staff, with the help of personnel from several school systems as well as persons from business, industry, and labor, "defined" Career Education. The teachers and counselors produced a wealth of materials related to Career Education. More important, their attitudes changed so they now see their role in a different light.

The project director approached the Sheboygan Superintendent of Schools and requested permission to use the "Model Schools" approach. Permission was given to the project director to secure permission from the building principals, to use their school as a Model Career Education School. This quick change of direction did not allow for proper "educating" of the school board nor the administrators; therefore, their understanding of Career Education was minimal (see

Problem #2). If adequate in-service had been given to all central administration, their involvement might have been somewhat different. As it was, except for the LVEC, the central office administrators' participation and support was only marginal with few exceptions. The Sheboygan section of the post-secondary high school Vocational Technical Institute (LTI-Sheboygan) was identified as the post-secondary "Model School."

The K-12 administrators at the building level proved to be a different story. Because the project staff worked much closer with them, they gave much more support. With the exception of one building principal, they informed their teachers that each one should do their best to implement Career Education. The teachers perceived the support the two principals were giving the project and many were willing and anxious to cooperate and become involved. Teachers and counselors from the other school were cognizant that full support was lacking from the principal and it was reflected by some staff members. At the post-secondary level, an assistant administrator was assigned to facilitate K-12 and post-secondary cooperation in Career Education. He proved to be very effective in assisting project developments.

The change from an LTI District approach into a Model School approach necessitated that Mini-Steering Committees be established for each school. The administrator of each building was to call monthly meetings to provide central office representatives, building level representatives, and project staff opportunities to cooperatively develop plans and procedures for implementing Career Education. When these Mini-Steering Committees were active, project activities were implemented in greater numbers and more effectively.

The elementary staff member worked at Grant (K-6) full time starting early in the second year. The secondary staff person worked then at Horace Mann (7-9) and North (10-12), both having a total of approximately 105 teachers and counselors. This proved to be a problem in trying to work effectively in both schools. The key at the junior high was working with the two counselors and meeting small groups of teachers. At North, the trouble was compounded because the counselors didn't want to become involved and so the most profitable approach was through the Career Information Center and small groups of teachers. The last two summer workshops helped termendously in working with model senior high school teachers.

Before the project moved into the Model Schools, a second summer workshop was held and a K-14 Career Education Guide was produced. This guide was about 250 pages longer than the initial K-12 Guide. The new K-14 Guide covered subject areas for the junior high and post-secondary levels. It proved to be a superior guide compared to the original K-12, especially at the secondary level.

During the second summer workshop, the local LVEC's developed a mission statement recommended for endorcement by the Sheboygan Public Schools and LTI. It was sent to all school districts throughout the LTI District for their approval and some did endorse it. This laid a foundation for more intensive articulation later in the second and third year.

In the beginning of the second year, representatives from LTI, WSES, and local LVEC's and project staff met together to establish a method for doing a local Sheboygan-Manitowoc Manpower survey. The initial contacts were to lead to a comprehensive survey that, for the first time, gave a comprehensive assessment of the local job trends. At first, the local WSES offices did not wish to become involved, but later cooperation from the state office in Madison finally prevailed and they did facilitate the study. The Madison WSES office was most cooperative and is where most of the work, especially the computer operations, was taken care of. Locally, LVEC's and LTI District office personnel worked to get local business and industries to cooperate in the study.

## Career Information Center and Other Project Activities in the Model Schools

The Career Information Center located with the Career Education Center (office of the project) was disassembled and the Career Information materials were shipped to the appropriate Model Schools. Much of the material went to North High School. An English classroom was vacated to make room for the materials. A para-professional was hired with project funds by the school system to take care of the room.

At first, the principal wanted the Career Information Center to be a reading room for pupils with reading problems. After awhile, the project staff convinced him that the room should be for all students and contain Career Education materials all students could relate to. It was also established that the materials would be available to all teachers to take out for classroom use or send students in to use the materials in the Career Information Center.

At first, the room had no real organization other than all 16mm films were in one spot, books in another, etc. Later, as the Career Information Center developed, areas were identified where materials related to the self-concept and different subject areas would have an area for location with other Career materials by teachers. At the end of the project, there was about $35,000 worth of materials and equipment located in the Center.

The North High Career Information Center proved to be of highest importance to the teachers. Both as a materials and an idea bank. The project secondary consultant had to split his time between the two Model Schools which meant days at a time out of contact with one of the Model Schools. The para-professional became very valuable. She had graduated from Layton School of Art and was highly creative. Before long, she was working with the teachers in ways of utilizing the Center. She kept the staff at North well informed as to new materials and equipment available for use. Teachers came to rely on her for help on types of materials and how they might be used. She also helped out when students came in on their own or were sent in by teachers. She showed them materials and how to find career information. This was especially helpful becuase the counselors at North seldom used the Center. Occasionally, a counselor might send a student to the Center to look around, but very seldom did a counselor actually enter the Center to help a student or to locate materials. It is interesting to note that teachers at North seldom thought of the counselor as having a part to play in the Career Information Center.

The Career Information Center developed much more slowly at Horace Mann Junior High. It started in a corner of the Media Center and enlarged to encompass more and more shelving and tables. The final workshop spent time on dividing and locating the materials into areas of the self-concept and the 15 Career Clusters. The total amount spent on the Junior High Center was approximately $10,000. In evaluation of the Junior High Career Information Center, it is apparent that much more material is needed if the concept of Career Information and Exploration is to be developed. The main thrust at the Junior High level should be exploration. This would require a larger quantity of various types of materials. Too much of the material at North was of an exploratory nature and really belonged at Horace Mann, but because most students at North were still in the exploratory stage, the materials there will be appropriated until the school system establishes "exploration" for all Junior High students, then the Senior High School will have to move into the preparation phase of Career Education.

The librarian at Horace Mann was extremely helpful in exhibiting the Career Information material to the benefit of students and staff. She developed lists of related books in the media center that teachers could use in their Career Education activities. She preceived an opportunity through Career Education to create more traffic in the media center by both students and staff. She felt students were taking added interest in the media center along with renewed usage by staff.

One result of students being exposed to occupations in various ways at Horace Mann is the fact that teachers no longer required "Career Themes" for the students to write at North High. The North High teachers realized many of their students were beyond the exploration stage of development and wanted and needed a different approach. Life style, leisure time, and the related activites to an occupation became more and more the topic at North, along with continued stress on a positive self-image. However, the Senior High is still not moving enough from exploration to preparation for all students.

The Career Information Centers at North and Horace Mann created real change in curriculum and brought about some articulation between the two schools. Career Information Centers provided the tools necessary for the secondary teachers to be creative and to try new things and use new approaches.

A follow-up study of North High graduates from the year 1962 to 1971 was completed by the project. The main reason for the study was to show the need for curriculum change from information obtained from former students. A main component of Career Education is the placement and follow-up of all students as a form of accountability. A random selection of former students was sent questionnairs relating to how well the school system prepared them to function in society. Approximately 50 percent responded to the survey and the results are probably typical of most school systems. A very high percentage of former students felt the school needed a placement program for all students. Also, that college-bound students were too narrow in their exploration of occupations needing a college background was very evident from the responses. Many felt a lack of understanding and skills when forced to deal with areas such as leisure time, community affairs, marriage, their own abilities and interests, use of money, and how to apply the thinking process to practical problems. The implications for curriculum change were very evident. The study gave North High direction for change and a start in the following segment of placement.

The project made a major step toward committing the Sheboygan Schools to Career Education by requesting $6,000 of local funds for spreading Career Education to other Sheboygan schools during the second year. With the allocation of the $6,000, the administrators and the School Board gave more attention toward how the money should be invested in schools other than the Model Schools. Also, it tended to elevate the project in the eyes of many people because at the same time there had been a significant school budget cut. This cut did have a serious effect on the morale of teachers in the Model Schools because 20 teachers lost their jobs. It proved to be most difficult to talk of a new concept and change of curriculum, etc. to teachers and administrators when many were afraid to "rock the boat" for fear they would lose their job. The third year, teachers' attitudes were more positive and much more progress was made.

The budget cut placed most Sheboygan administrators in a state of shock making it most difficult in approaching them with the concept of Career Education. During the third year, the shock started to wear off, but it had produced very cautious and conservative leaders. It became quickly apparent any thought of further funding from the Sheboygan schools was impossible, not because of a lack of funds, but because of a lack of belief any could be found. In fact, a representative of the City Council hinted they would favor money in the school budget for Career Education, but the administrators refused to "pad" the budget.

Toward the end of the school year, the WSES Job Bank became part of the Career Information Centers at North High School and Horace Mann for a few months. That single item had more effect on teachers and students at North than any other. Students were waiting to see the Job Bank before school opened and stayed after school closed. The number of students utilizing the North Career Information Center skyrocketed. Students were observed reading the Job Bank microfiche that would or could not read in class. Two microfiche readers were used so all students could be accommodated. The Job Bank was picked up a day late from the local WSES office and taken to the North Career Information Center on a daily basis. The microfiche was kept at North for a few days and then taken to Horace Mann for exploratory purposes.

The Job Bank listed job openings placed with the WSES and gave job title, wages, experience, education, and job description. Teachers were sending students to look through the Job Bank to discover how a subject area was being utilized in the work world. The North High principal became excited about the Job Bank when he saw the response from teachers and students. He stated it was the single most valuable item for implementing Career Education into the school system. He was highly disappointed when the local WSES office ceased allowing the schools to use the Job Bank. The number of students using the Career Information Center at North dropped dramatically.

The reason why WSES stopped allowing Sheboygan schools from using the Job Bank was never answered to the satisfaction of local supporters of Career Education. The local WSES confirmed that the State office had issued orders to stop cooperative daily Job Bank activities with high schools and post-high schools. Representatives from the State level WSES visited North and discussed the usage of the Job Bank with the principal and came away very impressed. They promised they would do all possible to make the Job Bank available to all high schools in the state. So far, after nearly a year, the only action at the state level has been to order all local offices to stop any Job Bank material from entering the schools. The WSES did bring out a monthly summary on microfiche, but the project staff and others explained it would not suffice. The popularity of the Job Bank was based on the information listed and it was daily. A monthly summary was too historical for a student to become excited about, neither did it include all of the valuable information on the daily Job Bank microfiche.

One year after the microfiche was stopped, students still asked if it would become available again. That tells of a tremendous impact on the students.

Job Placement was established as a goal in all Model Schools starting the second year. The elementary counselor placed students on "in-school" jobs. At the Junior High level, mock job interviews, filling out job application forms and other activities were established. Also, an attempt was made to place junior high students on work exploration stations in local business and industry. This program was supported by some local businesses but because of lack of time and staff, it was never implemented. At the senior high level, the Job Bank helped get placement off the ground with some teachers participating. However, the counselors did not go beyond the stage of occasionally placing students on part- or full-time jobs even though the principal had declared a goal of 100 percent placement of all students.

The problem of placement and counselors relating to it seems to depend on their orientation. Counselors oriented toward student crisis corrective counseling calling for primarily a one-to-one situation tended to dislike placement and other preventative activities. However, counselors that viewed themselves as having a preventative approach to working with students, generally on a small group basis, tended to see placement as part of their function. The two groups seemed to view the other as destroying the role of the guidance counselor. The preventatively oriented counselor appeared to be more flexible in his approach to working with students and more open to Career Education. It is interesting to note that workshops seldom had an effect on the orientation of counselors and how they perceived their roles. Also of interest is the fact that what orientation the principal wanted the counselor to have actually had little or no effect. In many cases, the counselor simply ignored the principal or created many "straw houses" as to why they could not change.

The General Aptitude Test Battery (G.A.T.B.) was established at the ninth grade level the second year. The G.A.T.B. was given to all students to help them explore their skills and how these skills relate to the work world. The test was not given to "track" students but to help each student look at a wide variety of occupations in which he or she had basic aptitudes. The test proved to be very popular with the students. They had little appreciation for interest surveys but related to the G.A.T.B. as a basis on which to explore. A number of teachers asked to take the test to find out more about their own skills and related occupations. The G.A.T.B. was not the only form of exploration used. It had all of the drawbacks of any test, however, it did prove students were very interested in exploring their own aptitudes and the work world relationship.

The G.A.T.B. was also given in the senior high school to everyone for one year so all students would be aided in their exploration. The counselors at North used the results very seldom. However, many teachers felt it their responsibility to work with their students on exploration through the test results. Students at both North and Horace Mann used their respective Career Information Centers to explore materials relating to the G.A.T.B. results along with other information (D.A.T., etc.).

The project developed a Job Entry Welding Skill program in cooperation with industry and LTI. The project opened the program to all high schools in the

LTI District and operated the program at LTI. It was open to potential dropouts, dropouts, and students graduating with little or no job skills. It was highly successful in placement of seven out of ten students in welding or jobs where welding was an important part of the job. One or two went on to LTI for further training, while one went to New York for special training with the company that hired him paying the costs. All but one of the students and/or parents were very happy with the program and highly recommended it. A retired welder was obtained as a teacher. His concern for students and with job placement were vital to the success of this program.

Plans were then made by the project in cooperation with LTI to expand the program and add other occupational areas. The Model High School and surrounding high schools were contacted for students interested in Job Skill Training. The high schools were asked to help pay for a small part of the cost, the rest to be paid by the project. The project received no response. High school administrators did not want to get involved in only a one- or two-year activity, it would deplete the class loads of some of the permanent teachers, etc. What would they do with their teachers that wouldn't be needed for just one or two years? Do to lack of interest at the high school and post-high school levels, this program was dropped.

The Employment Service (WSES) completed the Sheboygan-Manitowoc Manpower Survery the second year. A computer printout was sent to the project and LTI. The secondary consultant took the information: Job openings, with D.O.T. code for 1973-75-78, and grouped them by the 15 Career Clusters instead of D.O.T. code. This format was then used at Horace Mann for helping students explore the surrounding area about available occupations. It was also used at North High to help students explore and plan vocational choices.

LTI came out with the manpower results during the third year using a different format. They did not use the 15 Clusters but related it more to vocational clusters and the relationship to LTI. The survey had real implications to the school systems in the LTI area as far as occupational planning and vocational offerings were concerned. LTI and the project had a most difficult time convincing the local school systems the survey was of value and had implications for them. In fact, except for LTI and the Sheboygan Schools and Manpower, results were basically ignored by area school districts.

Every school district needs information available from a well done manpower survey. A good survey had implications reaching from the elementary grades to the school board as far as career exploration, planning, and vocational programs are concerned. It also points out how isolated most schools are from the reality of the work world. Most teachers, counselors, and administrators have little understanding of what is taking place in an occupational sense around them. A manpower survey is an excellent opportunity to work closely with WSES and local business, industry and labor. It helps build a bridge between formalized education and the work world. This is missing in most school systems.

During the latter part of the second year and through most of the third year, a mini-steering committee from LTI was made operational and worked on Career Education problems relating to the post-secondary level. Several people on the mini-steering committee became truly interested in Career Education and its implications for the post-secondary level. However, some top level administrators from LTI were lukewarm toward the project and wanted more effort on the original goals of the project. A major problem was that even though many of the original goals were reached in the Model Schools, these activities contributed very little to LTI and K-12 area schools relations. Because of this Model Schools versus the original intent of local administrators, the project received hot and cold vasilating support from top level administration at LTI. At one time, they would claim Career Education was the answer to many of their ills, then they would claim just the opposite.

The State Board of VTAE also contributed to confusement by calling Vocation Education "Career Eduation." The mini-steering committee found itself puzzled and frustrated. The committee did help some curriculum articulation become functional at the secondary, post-secondary level. When some articulation meetings did generate interest at the high school level, we found that the post-secondary institute was not able to provide information and materials requested by the high school teachers and administrators. They were not effective with the vast majority of teachers on Career Education at the post-secondary level because they perceived that the top level administration was really not committed to comprehensive Career Education. It is interesting to note however, that when the project staff had an opportunity to work with post-secondary teachers during workshops and Career Education classes, their feelings toward the project brightened considerably. They also became enthusiastic and did some integration of Career Education concepts into their curriculum.

A workshop series on Transactional Analysis (TA) was established for the Model School staff and conducted by Dr. Morris from UW-Platteville. The workshop was conducted during the middle of the third year and proved to be highly successful. K-14 representatives were present during the workshop and it had an impact on the participants' thinking. TA proved to be an effective, positive tool for teachers, counselors, and students to use in classroom and other communication. It was integrated into the Model Junior High curriculum as a team approach by counselors and teachers. At the Model Senior High, teachers and counselors worked together in a classroom approach followed up by teachers. Several senior high teachers of Psychology and English acclaimed TA an excellent tool for examining literature and one's self. TA appears to be an excellent tool for getting teachers and counselors together as a team in a classroom. The students at the junior and senior high were very pleased with how it helped them. It appears to be an excellent tool teachers can use when dealing with the component of self in Career Education. TA is non-threatening to teachers, students and counselors. They found it to be highly useful in small group and one-to-one situations.

The one-shot Career Day at both North and Horace Mann was done away with. Instead, a year-long approach was taken. A series of speakers were invited into the school throughout the year. Students signed up in the guidance office several weeks in advance so a determination could be made on how many students would be interested in each speaker. It proved to be much more satisfactory to speakers and students. It proved to be more flexible for the speakers, and the students liked work world people being available during the year and not on just one day. This approach was actually begun in the elementary level during the second year and proved to be highly successful at the level also, but for a different purpose. Parents of students were utilized and proved to be very effective at the elementary level. The emphasis on using parents was not carried through at the secondary level because of different goals. The speakers program at the elementary level was based on role models and self-concept. The secondary level goals were for exploration and preparation.

Small group field trips were established in grades 8-9 during the third year at Horace Mann. The small groups were used for exploration of the work world as it related to a subject area. For example, several students from a science class would tour an organization observing the applications of science. It proved to be very effective and popular with both students and teachers.

All during the third year, ongoing in-service meetings with Model School staff were carried on by the project staff. The final resulting programs K-12 will be discussed in the next section.

Money for extension of the project beyond the ending date for three years was found. The extension was made from June 1 until July 31, 1974. Because of the extension, a final workshop was conducted on a highly individualized basis. The thrust of the workshop was to (1) orient teachers from other than Model Schools, and (2) to create classroom materials and activities in order to transport Career Education to non-model schools. The teachers and counselors produced many fine materials and plan on implementing them in their respective situations. They felt, however, that with no leadership and coordination after the project ended, Career Education in the area would slowly die. Many from the Sheboygan schools were bitter concerning the lack of commitment by most surrounding school districts expressed the feeling that both Sheboygan and LTI would lose interest in Career Education. Many felt LTI was more interested in recruiting students under the guise of Career Education than in truly believing in its concepts. It is unfortunate, but anamosity still appears to be quite kneenly felt by school districts in the area toward LTI. This was not visible while there was money and services to share through LTI.

The third year ended with LTI and the Model Schools squabbling over control of the Career Education equipment and audio-visual materials. Feelings ran very high between LTI and the other three Model Schools, and the project was caught in the middle. This "terminal" situation further demonstrates the need for projects, activities, incentives, etc., to further cooperation between high schools and the Post-high school institute.

The project was highly successful with Model School building staffs K-12. The results achieved working with the Model School staffs proved to be very satisfying and rewarding to the project staff. Also, the project staff developed excellent expertise in Career Education and worked with people in various educational levels and types of educational institutions.

## K-12 Developed On-going Programs

The following is a description of K-12 Career Education programs that have been integrated and are on-going in the Model Schools. The programs are based on the project developed models which are developmental in scope: K-3, attitudes, 4-6, orientation; 7-9, exploration; and 10-14, preparation.

## Elementary K-6 On-going Programs

The elementary consultant had success in establishing programs that teachers at Grant have accepted as their own. They have integrated many Career Education concepts into their classroom activities. The focus at the elementary level is the development of a positive self-image and self-understanding. The use of "Hands-on" laboratory learning is a basic method. Included would be the development of positive attitudes toward all workers and their roles in the work world community.

The K-6 Speakers Program proved to be highly successful and could probably be established in most school systems. The students were surveyed as to what speakers from the world of work they would like to hear. They were invited to pick speakers to help them learn more about their occupation and not one they already knew about. The results were tabulated and the speakers contacted by the elementary counselor.

The speakers were asked to wear their work clothes and to bring tools or equipment that they use on the job. Whenever possible, parents of Grant School youngsters were used. This program proved to be very beneficial in the development of positive attitudes toward the work world; but more important, the child whose parent was there felt very important. The child and the other students were provided with a role model from the world of work.

The elementary counselor became very much involved in the field trip program. He saw his role as helping bridge the gap between the work world and education. He contacted numerous local business, industry, and service agencies to establish the field trips. It was made clear the reasons for the field trips to people in the work world. He explained to managers that the students were interested in observing workers and their contribution to the process. When the objectives were clear, most of the time any previous objections to field trips lessened; and the students were allowed to observe the workers and activities needed to reach the goals established.

The elementary teachers developed concise objectives for the field trips program and prepared pre- and post-classroom field trip activities. As a result, the students were better prepared for the trip through related classroom instruction. The work world personnel had a better understanding of why they were coming and how to prepare for them. The size of most groups was approximately ten students with supervision and transportation aided by the students' parents. The teachers are very pleased by the new approach as are work world personnel. The students relate to the workers and ask many interesting questions. According to teachers, classroom carry-over is excellent; and students are developing an appreciation of the worker's role in society.

The elementary placement program has proved to be highly successful. The program is an example of teachers, counselor, and other staff working together to the benefit of students.

Each worker in the school was asked to make a list of activities in which students could help them in their job. Not only did teachers make a list, but also the principal, secretaries, janitors, and counselor. To begin the program, the teachers were asked to list students who were not relating to the academic aspect of school. An agreement was made with the teachers so these students would be released part of the day to work on various jobs. Some of the activities students worked at included helping the janitors with emptying waste baskets or raking the lawn, helping the physical education teacher set up gym equipment, reading to younger students, or demonstrating a hobby or skill in which they have talent.

The role of the counselor in job placement at the K-6 level included developing job application forms for students to fill out, posting jobs, and interviewing students for jobs. Students were made aware of the job responsibilities and also that all classroom work had to be completed for their teacher. The students were told they could be released from the job if they did not adequately perform the job and did not get along with all the people involved in the assigned job.

Group guidance techniques were used by the counselor in helping prevent problems with students before job placement and in problem solving once on the job. The sessions also involved the development of work attitudes and necessary skills for jobs within the school setting.

The "Hands-on Program" at the elementary level started in a separate room by itself but ended up integrated in various classrooms. The "Hands-on Program" developed into interest centers in the classrooms and operated by teachers with aid from various outside people. Free material to use in the program was obtained from places like lumber companies, leather goods stores, metal fabrication shops, etc. It was explained that students would utilize the scraps to make various items by themselves. Parents, grandparents, retired people, and other volunteers were recruited to aid in the program.

They also brought in tools students could use. After a while tools became available through the project, and that problem was solved. An expert (Mr. Harnack) from the T4C Program in New Jersey was obtained for teacher in-service. He was very helpful in expanding the interest center, hands-on approach.

Many different items were repaired or constructed by the students. Some items made include a puppet stage, room divider, animal cages, pinhole camera, leather toy pouch, etc. As the students worked in the hands-on program, they began to understand the practical applications of the different "basic" academic subjects in school. Students went beyond the academic abstracts to actually making use in a concrete approach that had meaning to the students.

The programs described for the elementary level will expand; and during the last summer workshop, Grant teachers planned for further improvements and evaluation. A core of teachers at Grant are committed to Career Education, and the related concepts and activities will continue along with the support from the principal.

## Junior High 7-9 On-going Programs

Many on-going programs were developed for grades 7-9 at Horace Mann. Again, they were developed along the lines of the models created by the project. The models pointed to exploration in grades 7-9. The programs, therefore, were developed with exploration in mind. The exploration is in two areas. One is exploration of self and the other, exploration of the work world and focused on career planning. The two junior high counselors put it in the form of two simple questions: "Who am I?" and "Where am I going?" The two counselors at Horace Mann proved to be the spearhead for Career Education at the educational level. They came to perceive Career Education as making their job even more important and a tool for working with teachers. They have indicated students are more realistic in high school subject choices and more knowledgeable of themselves and the work world as a result of the project and Career Education.

One of the first programs to be established at Horace Mann in grade 9 was the G.A.T.B. The G.A.T.B. was brought in to help students explore the work world and also themselves. No other test measures aptitude and relates the results to the work world the way the G.A.T.B. does. The G.A.T.B. proved to be very successful as one tool for exploration. The students also related to the test and took a more serious look at the work world than previously. It was not used to track students but to motivate them. It was used to broaden students' understanding of the many options open to them. The project found many students had narrowed to one occupational choice by grade 9. The test was utilized to help them look at options and consider many alternatives and to therefore keep as many "paths" open as possible. Any test has shortcomings, the the G.A.T.B. is no exception. However, it required each student to look at himself and the work world and, hopefully, place another piece in the puzzle of "Who am I?" and "Where am I going?" Other tests were also used to support the G.A.T.B., such as the D.A.T. Interest Inventories were not used in the junior high as they were not deemed to be of sufficient value to be of any use. Students made use of their interests as they explored their G.A.T.B. results. Another program to help the students explore was the job cluster exploration done basically in the 8th grade but also to some degree in grades 7 and 9. The main type of job clustering used in the 8th grade was the 15 Job Clusters from U.S.O.E. Differing types of exploration were done. Some approaches related to field trips, subject areas, and the printed page. A start was made on field trips by small groups of students exploring a particular job cluster. Students interested in the health job cluster would visit various locations and talk to personnel in the health field. Another approach was subject area. Science would handle the environmental Job Cluster and explain how science plays a major role in that major area. The Popeye comic relating to the 15 clusters also proved to be highly effective. Students studied the booklets in social studies; and also, certain other subject areas would use them to help bring out the occupational implications of that specific subject. The booklets were also highly used in special education, and the students related to them to a high degree.

Before the project, students wrote career papers on individual, specific occupations while in the junior high. This changed, and students now are exploring a cluster or clusters and are encouraged to stay as broad as possible and to look at as many options as possible.

One problem detected related to the overlapping of certain job clusters from U.S.O.E., but it proved to be minor when compared to the benefits of students being able to take a broad, general look at the work world. A side benefit was that when available material for students to use was compared to the job clusters, it became apparent some areas were loaded while others had practically no material. As a result, the materials in the Career Information Center at Horace Mann will become more balanced to meet the needs of more students when the materials are obtained to "keep up" the clusters with less material.

Another problem uncovered with the 15 clusters is that most material available from publishers is not based on the clustering system--although this is slowly changing. Students looking at G.A.T.B. results and trying to compare these with the job clusters many times have problems relating one to the other. They can use some help from a teacher or counselor; it is a good opportunity for guidance. The problems are slight in comparison to the value gained.

The counselors and teachers work as a team in presenting the job clusters in the classroom. The counselors present the clusters and explain them. Then the teachers follow up by helping students explore the cluster or clusters of their choice by having them do certain exercises. It may be a term paper or possibly an oral report. Also effective was having students interview workers representing a particular cluster. Students had the opportunity to explore in the Career Information Center, classroom, and on the job. A combination of the three has proven to be very effective.

To aid in the development of the self-concept in the junior high, a program has been developed and implemented that has two parts: value clarification and TA. The main thrust of the program is begun in the 7th grade, to a lesser extent in the 8th grade, and expanded again in the 9th grade.

In the 7th grade value clarification and TA are approached in the classroom in a team approach by the counselors and teachers. Value clarification is begun with the Pierce-Harris instrument and is given to all students. Teachers follow up with activities in social studies and English that relate to values. Students take a look at values in relationship to self and society. A set of values being forced on each student is not the aim but each student understanding his own set of values and accepting them for what they are. Also, students being able to accept the values of others is an important goal.

Value clarification is used as a basis for introducing TA. The areas covered in the classroom by the counselors and followed up by the teachers are structural analysis, TA, games analysis, and script analysis. The counselors relate that students are better prepared for career counseling sessions as a result of classroom presentation. Teachers at Horace Mann have stated that improved classroom communication has taken place between teachers and students.

As a result of TA in the junior high, the project held a series of workshops on implementing TA into K-14. Dr. Morris from UW-Platteville held the workshops with K-14 teachers and counselors. One effect was the reinforcement of TA at Horace Mann along with additional activities by other teachers multiplying its effectiveness. TA was also initiated into North High School.

It is interesting to note that many students took up the use of TA at home and with other friends and teachers. Also, some teachers have reported they feel more comfortable dealing with students and can approach problem situations in a more positive manner. Counselors at Horace Mann feel TA helps them develop responsibility in students since TA is based on the premise that an individual is responsible for his own actions (careers by choice, not chance) and can change, if he wishes. TA has proven to be an excellent tool for developing a foundation of self-understanding for students on which to build exploration of the work world.

Another program that has merit is the one on Job Applications and Interviews. In English class all students are given various types of job application forms from many different local business, industry, and service agencies. Teachers and counselors team together to help students learn how to fill out the forms and what is expected. Other forms are also included for students to fill out so they become acquainted with the various types. For example, bonding forms are used so students will recognize and know how to handle them. The importance of English becomes quite evident to the students filling out the various forms. Filling out job application forms has particular meaning to many students that will be looking for summer or part-time jobs.

To make the job application forms more realistic, local personnel managers are brought into the English classrooms to aid the students. Mock job interviews are held with student volunteers by the personnel managers. The importance of grooming, proper speech and spelling, etc., comes through the interviews loud and clear. The personnel managers have expressed appreciation for being able to work with the junior high students. This program has been very popular with the students. The counselors and teachers feel that the students have greatly benefited from the contact with representatives from the work world.

Another popular program has been the field trip program. The field trip program has several approaches. First is to explore a job cluster. The next is to observe how a subject, like math, is being put to practical use in a specific organization or setting.

The counselors usually set up the job cluster field trips through several representative organizations. Next, he identifies a small group of interested students and contacts parent volunteers who will transport the students to the location and help act as chaperones. This field trip approach is done in cooperation with the study of the 15 job clusters in the 8th grade. The main emphasis is to observe the worker in action and for the student to place himself in that position and environment. It has proven very successful and eye-opening to a number of students.

Subject area field trips are usually established by the subject area teacher. Normally he visits the location ahead of time and observes how his subject area is being utilized. He then has a discussion with the personnel people concerning the visitation of small groups and the reasons why they are coming. Next he identifies a small group of students from his classes that appears to be "turned off." Either the teacher or a parent volunteer then takes the small group to the organization to be visited and a representative takes the group through, explaining how that subject area is being put to practical use. The teachers report this type of field trip as being highly effective on students. Of course, the next step is then for the teacher to take some of the practical use of his subject area and integrate these into his curriculum. Teachers have also mentioned that they have learned as much, if not more, from these field trips as the students.

Besides teachers bringing out the occupational implications of their subject areas, formalized work world exploration is started in the English classes. The counselors begin the exploration with information on job clusters, educational and training opportunities, manpower surveys, and material from the Career Information Center. The teachers follow up with activities dealing with job attitudes and how to do job interviews. Also, students write letters for information on jobs and education to respective organizations. At the same time, related activities are taking place in typing and social studies. In typing students type their written work for English class. While in social studies, students are also doing activities relating to self-concept and the role of the workers in a technological society. The combination of classes working together has proven effective. The students at this time choose speakers to come in during the rest of the school year and talk to them about their jobs. The students then sign up to listen to the participating speakers. A number of unscheduled field trips took place as a result of speakers inviting interested students to vist them.

Several approaches to relating subject areas to the work world are as follows. Science teachers help students explore science-related occupations by explaining how the science being learned in a chapter is being used in different occupations. They have developed a listing of chapters and related occupations along with where to go to find more information.

The math approach is somewhat different in that at different times students are released to the Career Information Center to search for occupations that utilize the math they have been studying. Both approaches are effective, are expanding, and occupational implications are being more vividly identified. However, the best approach developed was by the math teacher in Plymouth which will be discussed in the 10-12 section. There are many other junior high teachers beginning to work on Career Education activities; and with the help of the two counselors, they can produce real change.

Not a program, but nevertheless important, was the integration of the 7-9 section of the Career Education Curriculum Guide in the subject areas. It was quickly discovered that the Guide was of continual use only to the individuals that wrote it. The junior high people that had input into the Guide made use of it. The counselors would pull activities out of the Guide and ask individual teachers to try them. Surprisingly, this approach worked if the teachers did not know the activities came from the Guide. However, during the summer workshops, teachers used the Guide as an idea book from which they developed their own activities. Summer workshops to develop classroom activities are very important for the integration of Career Education into a teacher's classroom activities. That the activities are placed in a guide is of secondary importance to the teachers creating their own activities. Of prime importance is teachers understanding the concepts of Career Education and having the time to creatively integrate Career Education concepts into their own teaching activities and into the curriculum. Teachers need time available through a workshop, as well as released time during the school year, to create the changes necessary in both teacher and curriculum.

Attitudinal change must take place first in a teacher before true curriculum creativity will happen. Old activities with the same attitudes will not produce change in curriculum nor of philosophy. Only when the teacher perceives a new philosophy, including success and meaning for all students, will a new direction reflected through changed classroom activities, take place. The need for teachers at all grade levels to spend their time during a workshop and guide production become vital when examining the scope and sequence curriculum of any school system. Many teachers at all grade levels implementing Career Education activities developed by themselves can have a real impact on students. However, a few teachers trying to implement the Career Education concepts in a few areas will meet little success. In fact, from observing the people from the outlying schools that participated in the first summer workshop, Career Education would probably die in a short period of time without support and follow-through.

The junior high provided an excellent example of what can be accomplished in Career Education through teachers and counselors. With the two counselors acting as a spearhead for Career Education, the concepts and activities will continue for a period of time. The counselors are committed to the philosophy of Career Education; and many of the teachers are very much interested, so it will continue for a long time in this setting.

## High School, Post-High School On-going Programs

The program development at the 10-14 grade level is not as extensive as those in the other two schools. Individual teachers at North High School, developing their own activities for classroom usage is more extensive than at Horace Mann Junior High School. It proved to be more difficult to interest and involve teachers at the senior high level. But those teachers who became involved in the summer workshops proved to be creative and implemented many Career Education activities into their classroom without the benefit of support from counselors. Because of this fact, it is difficult to describe a "program" covering this aspect of the project at the senior high level. All teachers at North became aware of Career Education and the project. Eventually, they choose whether or not to be supportive. Many of the teachers choose to support the Career Education concepts and to become involved because of support from the principal. The principal at North became one of the staunchest believers in Career Education and greatly encouraged his staff to become involved. Many staff members joined summer workshops as a result and developed an interest in changing curriculum.

It is ironic that the counselors shied away from Career Education while the teachers moved closer. Many of the teachers expressed disbelief in the lack of interest by the counselors in accepting Career Education. Since the counselors gave practically no leadership, the guide and North High Career Information Center took on added significance. With the principal and the paraprofessional from the Career Information Center advocating new activities. the guide proved to be an excellent resource book. Still the question lingers - what might have happened at North if the counselors there would have been as active as the elementary and junior high counselors? It appears that without a guide or the Career Information Center at North, Career Education would not have progressed nearly as far as it did. Because it cannot be overemphasized that individual teachers at North, and a few surrounding high schools, did make great changes both in attitude and in Curriculum. The writing of the guide seemed to be the catalyst for change for many of the senior high teachers. They needed the time to digest the new concept and its effect on them personally and resulting tangental switch in curriculum direction. The guide proved most helpful in destroying the feeling many senior high teachers held that Career Education and vocational education were the same. They were afraid everything they did in class had to relate to an occupation. Both the guide and the Career Information Center aided in the more comprehensive description of the concept of Career Education. In fact, when many teachers discovered the "self" component of Career Education, they became highly enthusiastic and very willing to try it. During the last two summer workshops, teachers were given the opportunity to create classroom activities they could use and not be put in a guide. This freedom proved to be accepted by many teachers who were grateful for the opportunity to develop approaches of their own. Also of interest is the fact that a few staff members from North went through two summer workshops and there was no visible effect on them at all. And yet, others would be in the workshop for a comparatively short period of time, become quite excited about Career Education, and have a significant input into guide development and classroom activity production. Because of the guide, the Career Information Center and its paraprofessional, and the principal, many teachers will be doing Career Education activities in their classrooms for a while at least.

The following program was developed, succeeded, died, and hopefully, will be resurrected. The Job Bank from WSES was one of the most significant happenings at North. It created excitement in both teachers and students. It had enough impact on the principal for him to state that it is the most important resource of any Career Education program in a high school.

The fact the Job Bank came everyday and covered job openings statewide as well as local caused many students to come into the Career Information Center that otherwise probably would not have unless sent in by teachers. Students were observed reading the Job Bank that would not otherwise be found reading a book. The WISC and other audio-visual materials were put to greater use when students searching the Job Bank first and then on their own, went to other sources for more information.

Teachers discovered the value of the Job Bank and sent students into the Career Information Center to search the Bank for examples of how their subject area is used in business, industry, etc. Also, students just plain interested in finding full- and part-time jobs viewed the Job Bank and then went to the WSES office for more information concerning name of company, who to contact, etc. It proved to be an excellent tool for job exploration, and occupational implications of what is taught. The Job Bank was also used in the Model Post-High School. Many of the uses for occupational implications, work world exploration, etc. were used by students. The placement of Post-High School students was seen as an important aspect of Job Bank use at the post-high school level.

The North High Speakers Program has proved to be excellent. The "one shot" Career Day was dropped in favor of an on-going program throughout the school year. A high school counselor initiated the program by contacting a local service agency. She asked them to contact speakers and set up the schedule. The counselor developed a good program of many different types of speakers coming into the school. Students were encouraged to attend sessions with speakers of interest to them. Toward the end of the third year, the paraprofessional began contacting appropriate classes for students and inviting the speakers into the Career Information Center. This approach proved to be quite successful. Now more students are taking advantage of the speakers program.

The speakers have expressed appreciation for the opportunity to talk to the youth concerning the preparation and related information about their careers.

A Job Entry Level Skill Training Program was established for high school potential, actual drop-outs, and students graduating without job skills. The program developed was welding and centered mainly on arc, although some oxy-acetylene was taught. In order to implement Job Skill Training for high school students, it was necessary to involve the project, the local Vocational Technical School, the local Model High School and local industry. Because of attitudes or lack of interested students, it was necessary to invite students from surrounding high schools to participate. Seven of the ten students were placed where they used welding skills. One student chose to pursue further education at the local Vocational Technical School. Only two students' whereabouts were unknown. One was employed where he did not use welding skills. Even though this Model Job Skill Training Program was viewed as desirable and successful by students, parents, industry and project staff, Job Skill Training for high school students was not continued. Educational decision makers at the high school level do not see Job Skill Training as a high school responsibility.

The Manpower Survey Program has been established and should be rerun every two or three years. The Manpower Survey was a cooperative venture of various agencies including the Project, LVEC's, CESA, and WSES. It was apparent early to the Project, that students, teachers, counselors, and administrators in the school systems had only a limited idea of what occupations actually existed in the surrounding area. A greater surprise came when the Project discovered the WSES and LTI had a limited understanding also. Also, plans for local vocational programs were shaky because accurate occupational needs for the area were not known.

After some feet-dragging on the part of the local WSES, and pushing from the Madison WSES, plans were laid to take an area-wide manpower survey covering needs for 1973, '75, and '78. The results were tabulated in Madison and run through a computer. The printout was given to the Project and others involved in the original planning. The Project Secondary Consultant reorganized the printout data into job clusters to give the Sheboygan area a profile of the local work world. This then was used at North to help students plan their final steps of preparation before entering either further education or a job. It was also used in the junior high to give students a better understanding of what occupational demands exist in the surrounding country.

A Manpower Survey is an important tool that should be available in every school district if students are to understand better what opportunities exist locally. The Project found students understood more concerning national needs than local. Since most students are going to be staying in the local area, the school needs updated, accurate information on local jobs and job trends. The WSES has the expertise and equipment to do manpower surveys with the aid of personnel from the schools. All schools should take advantage of this and use it to the benefit of the students. At present, this Manpower Survey is included as an on-going program. There is some real doubt if local decision makers will follow through with surveys each two to three years in order to make any one year's data of real value for trends, etc.

High School, Post-high School Articulation is a program that may continue, but is quite doubtful because of the lack of leadership since the Project is gone. The Project served as an initiator and buffer between the secondary and post-secondary levels. A good start was made in the articulation of Math, science, home economics, and some other areas. Math was selected as an intensive "pilot" effort and articulation between LTI and area-wide high schools. The Project brought all school personnel involved together and had significant results over a period of about a year and a half.

The main thrust from LTI was to establish their tech math into the high schools. Many of the high school math teachers came to look on LTI tech math favorably. In fact, curriculum change has taken place in several schools as a result. An interesting thing happened as a result of the last summer workshop in regard to math and tech math. After visiting Plymouth High School and observing how a math teacher has drastically changed his math approach to a career-orientated approach, some are no longer sure that the tech math alone will meet the math needs of students.

Mr. Kaufman, the Plymouth High math teacher had developed many different occupational math packets. A student chooses the occupational math packet that coincides with his job goals after exiting school. If the student is planning on being a carpenter, all of his math problems would be in carpentry. If a student plans on a career in computer operations, the packet he would choose would all be the one on computer science. This approach has proven to be extremely successful. Students relate to it because the math is not all abstract, but practical, has meaning to them and meets their needs. People in business, industry like it because the students come to them prepared to use math in that setting. Because of this, several of the math teachers noted that tech math was just as abstract as the traditional approach to math. Mr. Kaufman's approach had excited a number of the math teachers in the last summer workshop. Mr. Kaufman was in the second summer workshop held by the Project and credits the Project with giving him the challenge and need to make the necessary steps toward a truly creative math approach.

The project has been successful in interesting, involving and committing 320 other teachers to integrating the concept of Career Education into their curriculum. The project generated enough interest in educational administrators so that they gave teachers permission to implement a Career Education Curriculum. In addition to the above, educators from throughout Wisconsin and some other states used the project as a source of developing Career Education in their local school district. Various state agencies were also served by the project. Some of these are the Wisconsin Department of Public Instruction, State Vocational, Technical and Adult Board, Wisconsin State Employment Service. Wisconsin Personnel and Guidance Association, a few State Universities, Wisconsin Association of School District Administrators, and some Cooperative Education Service Agencies.

Career Education has proved to be a very useful tool to reach the prime objectives of the project (see Conclusions). The project has created models, identified methods and materials that can enable any school system to establish Career Education.

## Problems

1. It is difficult to "sell" a concept that has not been defined. However, I agree that Mr. Marland (or other federal officials) should not have prescribed a fixed formula for the local districts.

2. Administrative resistance to change (Career Education). We needed more time (after being redirected) to "educate" the administration and gain the commitment of the school board, if we were to be successful in the "Model Schools" approach. A permissive attitude on the part of administration does not mean support. We had only enough time to ask permission for "Model Schools" and we got what was asked for.

3. Few (if any) state leaders in education were (are) committed to establishing Career Education. The Governor and/or the legislature has always eliminated state funds for Career Education.

4. The State (WSES) office issued an order that the local WSES offices must stop allowing the high schools and post-high schools to use their discarded daily Job Bank (even though we were using surpressed) microfiche. This killed one of the most, if not the most, important activities initiated by this project.

5. The first federal "on site" visit redirecting the project activities into the "Model Schools" approach (all but) destroyed completely any opportunity to generate enough local support to continue Career Education after federal funds expire.

## Conclusions

### How the prime objectives of this project were accomplished through the vehicle of Career Education.

A. To provide resources for occupational orientation to elementary, secondary and post-secondary students that will increase awareness of the options available to them in the "world of work."

1. Models were developed which identified occupational information as a prime educational need, K-Adult.
2. Career Information Centers were established in all Model Schools.
3. K-14 Career Education Guide was produced to provide teachers and counselors with methods to incorporate Career Information into all subject areas at all grade levels for all students.

B. To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational technical education.

1. An extensive comprehensive Career Guidance program was established in the Model Junior High School.
2. This program serves the vocational needs of all students.

C. To identify at grade level 11 those students who indicate a desire to enter a labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.

1. Students in grade 11 (and 12) were surveyed to obtain their interests in job skill training.
2. These students were also given the G.A.T.B.
3. The project Secondary Education Consultant counseled with these students in individual and group sessions.
4. The Job Bank and the Career Information Center were part of the program for these students.

D. To provide training for specific job entry skills prior to or upon termination of secondary education to students who, upon completion of a comprehensive guidance program, wish to enter to begin employment.

1. The G.E.D. program was made available to these students.
2. Job Skill Training (pilot program) in Welding was implemented for these students. It was a cooperatively developed program between industry, high school, project and the post-high school Vocational Technical Institute.

E. To enable post-secondary school students to continue to participate in cooperative education programs initiated at the secondary school level.

1. There are no post-secondary cooperative education programs with which to articulate high school cooperative programs.

F. To develop an articulated work experience program for drop-outs, potential school drop-outs, and other identified disadvantaged youth between the ages of 14 and 21.

1. This prime objective was already being met through the responsibilities of a newly established LVEC (Local Vocational Education Coordinator) in the Sheboygan Public Schools.

G. To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.

   1. The use of the Job Bank from the Wisconsin State Employment Service was established as a part of the Career Information Center at North High School and at the Lakeshore Technical Institute. Students were referred from the Job Bank to the local WSES office for placement.
   2. A system of placement was developed for K-Adult.

H. To improve articulation for occupational education through development of joint philosophical statements, Mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.

   1. Mission statements, etc. were developed and adopted for official policies.

I. To implement area-wide citizens advisory committees for vocational education.

   1. In order to be appropriate with the Model Schools' approach, the "Board of Governors" for Career Education was established.

J. To maximize the vocational education opportunities of all students through development, implementation, and evaluation of a plan for facility sharing.

   1. In order to implement the job entry welding program for high school students, a plan for facility sharing was developed and implemented. The sharing of high school facilities by the post-high school institute was already in operation.

K. To develop a model for articulation of occupational orientation, education, and placement in private and public elementary, secondary, and post-secondary schools.

   1. These models were developed during the first, second, and third year of the project operation. They were implemented in the Model Schools.

L. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

   1. The following materials were incorporated in the Career Information Centers to provide students with the information.
      A. WISC
      B. Our State VTAE Career Education Directory
      C. Other local VTAE catalogues
      D. The State VTAE "Iced" information

## Recommendations

1. The project found that support from all levels of administration is essential to establish and maintain Career Education programs. Therefore, inservice and commitment of the school board is essential to provide the climate in which the administration can function to provide this basic need.

2. The responsibility for implementing Career Education must be given to one person as a full-time responsibility. His position in the line and staff organization of the school system should be such that he reports directly to the Superintendent of Schools.

3. A "Board of Governors" composed of the highest level executives from business, industry, labor, education and the community must be implemented in the earliest planning stages. This "Board of Governors" must establish, organize, and direct a Career Education Council at the earliest possible date in order to implement the Career Education programs necessary to bring more relevancy into education. Until a Career Education Council is functioning, the "tools" and materials necessary for counselors and teachers to develop Career Education programs will be limited.

4. Progressively increasing amounts of local dollars in support of federal funds are necessary to bring local attitudes from interest and involvement to commitment. The commitment of local administrators is directly proportionate to local dollars invested.

5. When implementing Career Education programs, it is recommended that a verticle strata or a "model schools" approach should be used. Personnel or schools should be selected on the probability of productivity (who is most willing? or interested?).

6. Retraining of teachers and counselors is an absolute necessity for Career Education to reach the students. Summer workshops for curriculum development followed by released time during the school year is essential for follow-up and follow-through to provide comprehensive integration of Career Education into the school system.

7. Workshops, released time and other efforts at the local level are all corrective acts. These efforts identify the need for preventive programs at teache[illegible] counselor preparation institutions in higher education.

8. A state level task force (representatives from the legislature, Department of Public Instruction, Board of VTAE, higher education business and industry and labor) able to give time, money, recognition and other support would be very helpful and appropriate.

9. Intensive and continuous inspiration training sessions at the national level are vital to developing enthusiastic, zealous leadership at the regional and local levels.

10. Teacher training institutions in higher education must change their programs to produce teachers and counselors with Career Education philosophy and skills.

## Summary of the Report

The project, "Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post Secondary Schools," was conducted between the dates of May 1, 1971, and July 31, 1974, at the Lakeshore Technical Institute, Sheboygan, Wisconsin, under Project No. 1-361-0166, Contract No. OEG-0-71-1027.

There were twelve objectives listed for this project. They are:

1. To provide resources for occupational orientation to elementary, secondary, and post secondary students that will increase awareness of the options available to them in the world of work.
2. To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational and technical education.
3. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.
4. To provide training for specific job entry skills prior to or upon termination of secondary education to students who, upon completion of a comprehensive guidance program, wish to begin employment.

5. To enable post secondary school students to continue to participate in cooperative education programs initiated at the secondary school level.

6. To develop an articulated work experience program for dropouts, potential school dropouts, and other identified disadvantaged youth between the ages of 14 and 21.

7. To develop a system of student placement into employment with secondary schools and post secondary schools in cooperation with the State Employment Service.

8. To provide articulation for occupational education through development of joint philosophical statements, mission statements, definitions of roles, and guidelines for curriculum development, advanced standing, and interagency cooperation.

9. To implement area-wide citizens' advisory committees for vocational education.

10. To maximize the vocational education opportunities of all students through development, implementation, and evaluation of a plan for facility sharing.

11. To develop a model for articulation of occupational orientation, education, and placement in private and public elementary, secondary and post secondary schools.

12. To coordinate the comprehensive occupational guidance services with a potential post secondary training pro-

gram in District 11 and throughout the state in order to present to students the picture of available training programs.

Procedures Followed

A project director was selected by a steering committee representing the two counties in District 11. The project director in turn selected two counselors with as much interest and background in vocational guidance as possible. One was experienced as an elementary counselor and one as a secondary counselor.

The project director had implemented prevocational programs at the secondary level and had helped to train and develop some of the first Local Vocational Education Coordinators (LVEC) in the state of Wisconsin. These LVEC's implemented some of the first co-op and work-study programs for high school students in Wisconsin.

Office space was rented for the project operation, and a secretary-receptionist was hired to assist the project staff.

The project staff consulted with consultants and supervisors from the State Department of Public Instruction, the State Board of Vocational, Technical and Adult Education, and professors from several universities in order to gain direction for the project efforts.

A local steering committee consisting of representatives of the administration of both school systems, administration of each model school, and a secondary school member from the District 11 area, met with the project director and/or his staff on a monthly basis.

The project began to develop model plans to serve all of the 15 school districts within the post high school institution's boundaries (Manitowoc, Sheboygan, and northern Ozaukee Counties). The basic model (Wisconsin K-12 Career Development Guide) was developed to reach the objectives of the project. After this was developed, the project staff moved out into all of the K-12 systems, plus private educational systems, and oriented them to the project through in-service training. The curriculum guide was used to create interest and understanding among teachers, counselors, and administrators. The project staff, with participants from the various districts, purchased and offered on a free-loan basis many thousands of dollars' worth of career information materials. Each school district was furnished with a multimedia catalog from which to select materials necessary to implement the curriculum changes to meet project objectives.

At the end of the first year, the first federal "onside" visit redirected the project into a "model school's" approach. This redirection was frustrating and caused confusion during the remainder of the project. Nearly all of the interest provided throughout District 11 was lost due to the pulling back of services to only four model schools. Many of the interested and supportive persons became disinterested.

The project staff, however, selected "model schools" within the Sheboygan K-12 system. The selected model schools assisted the project staff to progress toward obtaining the project goals.

The Vocational, Technical and Adult Education Post High School Area-wide Steering Committee was supplemented by "mini-steering" committees at each building level. One at the K-6 (Grant Elementary School), one at the 7-9 (Horace Mann Junior High), one at the 10-12 (North High School), and one at the 13-14 (Lakeshore Technical Institute).

These committees were essential to any major additions or changes in the schools' curriculums or activities. During the last two years of the project, the project staff strived to carry out the redirection of the project in the four model schools. New third-party evaluators were selected after the first year of the project. These evaluators attended most monthly area-wide steering committee meetings.

University professors and elementary and secondary teachers interested in career activities visited the project. Some gave advice and counsel, and others sought advice and counsel.

## Results--Accomplishments

The project staff created an awareness of the project, its results, and its accomplishments to public, private, secondary, and post secondary school system schools throughout the multi-county area.

Business, industry, and labor became involved and supported the project.

The project developed a K-14 curriculum guide which proved to be useful for in-service work.

Career information centers were established and operational in all model schools (elementary, junior high, senior high, and post secondary).

Many schools beyond the model schools implemented activities initiated by the project the first year and carried out these activities with only "incidental" project support.

Model school activities were transported to other schools within the Sheboygan K-12 system.

A job bank on microfiche from the Wisconsin State Employment Service Office proved to be the most effective activity to bring interested high school students into the career information center. Unfortunately, this service was discontinued by the State Employment Service during the final year of the project.

An increasing number of educators from all parts of the state and nation called upon the project staff for leadership and resources.

## Evaluation

The project goals were too broad to expect three persons to accomplish all of the objectives in a three-year period.

Many teachers were appreciative, however, of the opportunity to develop new concepts and activities. Many students got career information that they would not have had without the project. Students who participated in "hands-on" activities would not have had this opportunity if it were not for the project staff and funds.

The project staff probably got the most out of working with all of the educators, K-14, local businesses, and labor. The limiting of the project to fewer, more reachable goals might have made the project more "evaluatable," but it surely would not have accomplished as much as it did. Educational methods and attitudes of educators were changed as a result of the personnel and materials furnished through the federal project.

## Conclusions and Recommendations

1. The project was too broad to all things and to all people.
2. "Too many cooks spoil the broth."
3. Appropriate evaluation is very difficult to find for exemplary "model" or "pilot" projects.
4. The WSES job bank microfiche should be made available to all high schools in the state.
5. All high schools should be required to have a career information center and the job bank information on a daily basis.
6. Counselors, teachers, and administrators need retraining in the career education philosophy and skills.
7. Articulation between K-12 and post high school VTAE schools is lacking, and a massive effort (career education) is needed to bring it about.
8. Categorical aids are absolutely necessary to bring about change in education.
9. Local commitment in dollars must be obtained to get real commitment by local schools.
10. More personnel at state, regional, and/or local level used to be trained and assigned 100 percent to

career education responsibilities.

11. A K-14 or preschool-adult effort is needed. Preventative and corrective programs are needed.

# FINAL EVALUATION REPORT

Project No. 1-361-0166

# Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools

March, 1975

Board of Vocational, Technical and Adult
Education District 11

Sheboygan, Wisconsin

Final Evaluation Report
(May 1, 1973-July 31, 1974)

Project Number: 1-361-0166
Contract Number: OEG-0-71-1027 (361)

# Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools

March, 1975

Evaluation Team
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Dr. Carlyle W. Gilbertson, Team Director
Professor and Chairman, Department of Counseling and Personnel Services

Dr. Harold Halfin
Professor; Director of Center for Vocational, Technical and Adult Education

Dr. Orville Nelson
Professor; Research and Evaluation Specialist, Center for Vocational, Technical and Adult Education

# ABSTRACT

Project Number: 1-361-0166
Contract Number: OEG-0-71-1027
Project Title: Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools
Project Location: Lakeshore Technical Institute, Sheboygan, Wisconsin
Project Dates: May 1, 1971 - July 31, 1974
Third Party Evaluation Team: University of Wisconsin - Stout
Menomonie, Wisconsin

Dr. Carlyle W. Gilbertson: Team Director; Professor/Chairman, Department of Counseling and Personnel Services
Dr. Harold Halfin: Professor, Director of Center for Vocational, Technical and Adult Education
Dr. Orville Nelson: Professor, Research and Evaluation Specialist, Center for Vocational, Technical and Adult Education

Evaluation Study: The third party evaluation team was contracted to evaluate the process and outcomes of the three year project concerned with developing an exemplary vocational education project in four pilot schools grades K-14. Objectives of the project were directed at the following: 1) Increasing student options in world of work; 2) Developing vocational counseling in grades 7-9 for potential vocational education students; 3) Occupational guidance in grade 11 for students entering labor market; 4) Job skill training; 5) Continuation beyond high school of cooperative education programs; 6) Work experience for dropouts and potential dropouts ages 14-21; 7) Cooperation with Wisconsin State Employment Service in job placement of students; 8) Articulation of occupational education between school system levels; 9) Forming Citizens Advisory Committee for vocational education; 10) Sharing vocational facilities between secondary and vocational schools; 11) Developing a model of articulation of occupational orientation, education and placement; 12) Coordinate occupational guidance services to present available training programs; 13) Generate local funding after termination of federal funds.

Methodology: An experimental design involving control and experimental groups for all grade levels was developed. The impact of project activities made an experimental design subject to considerable contamination, but this impact must be accepted as a positive effect of the project on control subjects. Interpretation of project results must be made with regard for these factors. The experimental schools consisted of one elementary school, one junior high school, one senior high school and one vocational-technical school. Matching control schools were used for all except the vocational-technical school. Pre and post data was collected through site visitation, observation, project materials, standardized instruments and survey instruments developed for the project. Data was analyzed for process evaluation and product evaluation as it related to project objectives.

Results: Project impact with positive results were identified in, 1) Elementary and junior high teacher and counselor roles and attitudes toward career education; 2) Career Information and Interest Centers development and use; 3) Developing a model guide for K-14 Career Education; 4) Community awareness and interest,

5) Career Education Workshops for school staffs; 6) Increasing student awareness of post-high school education; 7) Developing career awareness in elementary students; 8) Improving communications between the school district and vocational-technical school.

Little impact with neutral or slightly positive results were identified in, 1) Changing attitudes and roles of senior high teachers and counselors; 2) Developing special programs for special need students in secondary and post-secondary schools; 3) Developing more student awareness and involvement in cooperative education, vocational education and job skill training; 4) Changing self concepts of elementary and junior high students; 5) Increasing articulation and facility sharing between schools and levels; 6) Providing more career guidance for junior and senior high students; 7) Cooperation with State Employment Service; 8) Allocation of local funds for continuation at expiration of project funds.

# TABLE OF CONTENTS

Page

List of Tables . . . . . . . . . . i - ii

Chapter 1 - Introduction and Overview . . . . . . . . . . 1.1

- Introduction . . . . . . . . . . 1.1
- Objectives . . . . . . . . . . 1.1 - 1.4
- Evaluation Activities . . . . . . . . . . 1.5 - 1.6
- Timetable 1973-74 . . . . . . . . . . 1.7
- First Year Evaluation . . . . . . . . . . 1.8 - 1.10
- Second Year Evaluation . . . . . . . . . . 1.10 - 1.13
- Third Year Evaluation . . . . . . . . . . 1.13 - 1.15

Chapter 2 - Methods and Procedures . . . . . . . . . . 2.1

- Populations and Samples . . . . . . . . . . 2.1
- Research Design . . . . . . . . . . 2.1
- Design of the Evaluation Instruments . . . . . . . . . . 2.3
  - Student Questionnaire K-3 . . . . . . . . . . 2.3
  - Student Questionnaire 4-6 . . . . . . . . . . 2.3
  - Piers-Harris Children's Self Concept Scale . . . . . . . . . . 2.3
  - Student Questionnaire - Secondary Level . . . . . . . . . . 2.7
  - Student Questionnaire - Post-High School Level . . . . . . . . . . 2.7
  - Teacher-Counselor-Administrator Questionnaires . . . . . . . . . . 2.7
  - Interview Questionnaire - Administrators and Counselors . . . . . . . . . . 2.7 - 2.8
  - Interview Questionnaire - Central Administration . . . . . . . . . . 2.8
  - K-12 Career Guide Questionnaire . . . . . . . . . . 2.8
  - Career Education Workshop Questionnaire . . . . . . . . . . 2.8
  - Community Survey . . . . . . . . . . 2.8
- Data Collection and Analysis Procedures . . . . . . . . . . 2.8 - 2.9

Chapter 3 - Results . . . . . . . . . . 3.1

- Student Results . . . . . . . . . . 3.1
  - Work Attitude K-3 . . . . . . . . . . 3.1 - 3.3
  - Work Attitude 4-6 . . . . . . . . . . 3.3 - 3.5
  - Work Attitude 7-8 . . . . . . . . . . 3.5 - 3.7
  - Work Attitude 9-12 . . . . . . . . . . 3.7 - 3.10
  - Work Attitude Summary K-12 . . . . . . . . . . 3.10
  - Work Attitude LTI . . . . . . . . . . 3.10
  - Awareness of Opportunities in WOW and Education . . . . . . . . . . 3.10 - 3.13
  - Piers-Harris Children's Self Concept Scale . . . . . . . . . . 3.16 - 3.18
  - Information and Assistance from Counselors . . . . . . . . . . 3.19 - 3.21
  - Career Choice . . . . . . . . . . 3.21
  - Awareness of Cooperative Education Programs . . . . . . . . . . 3.21 - 3.24
  - Intensive Occupational Guidance . . . . . . . . . . 3.24 - 3.27
- Teacher Results . . . . . . . . . . 3.28
  - Attitudes Toward 16 Career Education Concepts . . . . . . . . . . 3.28
  - Attitudes Toward Career Education . . . . . . . . . . 3.28
  - Activities Related to Career Education . . . . . . . . . . 3.28
  - Activities Related to Articulation . . . . . . . . . . 3.28 - 3.32

Page

Effect of Project on Teachers . . . . . . . . . . . . . . 3.32
Elementary Teacher Activities . . . . . . . . . . . . . . 3.32
Counselor Results . . . . . . . . . . . . . . . . . . . . . 3.36
Administration Results . . . . . . . . . . . . . . . . . . 3.37
Community Survey Results . . . . . . . . . . . . . . . . . 3.37
Career Education Workshop 1974 . . . . . . . . . . . . . . 3.44
K-14 Career Education Guide . . . . . . . . . . . . . . . . 3.46

Chapter 4 - Conclusions and Recommendations . . . . . . . . . . . 4.1

Conclusions . . . . . . . . . . . . . . . . . . . . . . . . 4.1
Students . . . . . . . . . . . . . . . . . . . . . . . . 4.1 - 4.2
Teachers . . . . . . . . . . . . . . . . . . . . . . . . 4.2
Counselors . . . . . . . . . . . . . . . . . . . . . . . 4.2 - 4.3
Administrators . . . . . . . . . . . . . . . . . . . . . 4.3
Community . . . . . . . . . . . . . . . . . . . . . . . 4.3
Special Groups . . . . . . . . . . . . . . . . . . . . . 4.3 - 4.4
Influential Factors . . . . . . . . . . . . . . . . . . 4.4
Project Objectives Attainment Levels . . . . . . . . . . 4.4 - 4.6
Recommendations . . . . . . . . . . . . . . . . . . . . . . 4.6 - 4.7

Appendices

Appendix A . . . . . . . . . . . . . . . . . . . . . . . . Ai
Career Planning Surveys, 9-14 1973 and 1974
Appendix B . . . . . . . . . . . . . . . . . . . . . . . . Bi
Career Education Workshop Responses 1974
Appendix C . . . . . . . . . . . . . . . . . . . . . . . . Ci
Studies on Project
Career Education Concepts
Administration
Self Concept and Achievement
Appendix D . . . . . . . . . . . . . . . . . . . . . . . . Di
Survey Instruments 1973 and 1974

# List of Tables

Page

II-A. Populations and Samples in the Sheboygan Career Education Evaluation . . . . . . . . . . . . . . . . . . . . . . 2.2
II-B. Data Elements and Sources of Data for the Sheboygan Career Education Projects Objectives . . . . . . . . . 2.4 - 2.6
III-A. Work Attitude Survey Scores K-3, 1973-74 . . . . . . . . . . . . . 3.2
III-B. Work Attitude Scores for Students in Grades 4-6 in 1972-73 and 1973-74 . . . . . . . . . . . . . . . . . . . . . . 3.4
III-C. Work Attitude Scores for Grades 7 and 8 students Enrolled in the Experimental Schools in 1972-73 and 1973-74 . . . . . . . . . . . . . . . . . . . . . . . . . 3.6
III-D. Work Attitude Scores for Grades 9, 10, 11 and 12 for 1972-73 and 1973-74 . . . . . . . . . . . . . . . . . . . 3.8
III-E. Work Attitude Scores for LTI Students Surveyed in 1972-73 and 1973-74 . . . . . . . . . . . . . . . . . . . . . 3.9
III-F. Median Level of Knowledge of Post-Secondary Educational and Employment Opportunities in Grades 9-12 in 1972-73 and 1973-74 . . . . . . . . . . . . . . 3.11
III-G. Amount of Information Received on LTI Programs from High School Vocational Instructors by High School Seniors . . . . . . . . . . . . . . . . . . . . . 3.14
III-H. Amount of Information High School Students Received on LTI Programs from Their High School General Education Instructors . . . . . . . . . . . . . . . . . . . . 3.15
III-I. Adequacy of Information on LTI Programs While LTI Students Were in High School . . . . . . . . . . . . . . . 3.16
III-J. Piers-Harris Children's Self Concept Scale Results for Experimental and Control Schools in Grades 3-6, November 1973 and February 1974 . . . . . . . . . . . . 3.17
III-K. Piers-Harris Children's Self Concept Scale Results for Experimental and Control Schools in Grades 7-9, February 1974 . . . . . . . . . . . . . . . . . . . . 3.17
III-L. Summary of Median Responses on Information and Career Selection Assistance Provided by Guidance Counselors in Secondary Schools . . . . . . . . . . . . . . . 3.20
III-M. Summary of Median Responses Related to Certainty of Career Choice . . . . . . . . . . . . . . . . . . . . . 3.22
III-N. Summary of Median Responses for LTI Students on Selected Career Planning Survey Items . . . . . . . . . . . . . 3.23
III-O. Student Awareness of Cooperative Education Programs . . . . . . . 3.25
III-P. Post-Secondary Educational Plans of Students in Grades 9-12 . . . . . . . . . . . . . . . . . . . . . . . . . 3.26
III-Q. Attitudes Toward Sixteen Career Education Concepts . . . . . . . . 3.29
III-R. Attitudes Toward Career Education . . . . . . . . . . . . . . . . 3.30
III-S. Activities Related to Career Education . . . . . . . . . . . . . . 3.31
III-T. Activities Related to Articulation 1973 and 1974 . . . . . . . . . 3.33
III-U. Effect of Project on Teachers 1973 and 1974 . . . . . . . . . . . 3.34
III-V. Elementary Teacher Classroom Activities Related to Career Education 1973 and 1974 . . . . . . . . . . . . . . . 3.35
III-W. Counselor Responses to Interview Questions 1974 . . . . . . . . . 3.36
III-X. Persons Interviewed . . . . . . . . . . . . . . . . . . . . . . . . 3.38

Page

III-Y. Level of Education . . . . . . . . . . . . . . . . . . . . . . . . . . 3.39
III-Z. Children Enrolled in School Per Level . . . . . . . . . . . . . . . . 3.40
III-AA. Purpose of Education . . . . . . . . . . . . . . . . . . . . . . . . 3.41
III-BB. Knowledgable About Articulation Program Between Sheboygan Schools and LTI . . . . . . . . . . . . . . . . 3.42
III-CC. Methods of Dissemination of Information . . . . . . . . . . . . . 3.43
III-DD. Summer 1974 Career Education Workshop Participants Evaluation Summary . . . . . . . . . . . . . . . . . 3.45
III-EE. Responses to the Sheboygan K-14 Career Education Guide by Users With Regional Responsibilities . . . . . . . . . . . . . . . . . . . . . . . . . . 3.47
III-FF. Responses to the Sheboygan K-14 Career Education Guide by Users With School or District Responsibilities . . . . . . . . . . . . . . . . . . 3.48
IV-A. Attainment Level of Project Objectives 1971-1974 . . . . . . . . . . . . . . . . . . . . . . . . . . 4.5

# Chapter 1

## Introduction and Overview

### Introduction

This exemplary project in Vocational Education, The Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools, was designed to develop and implement a model program that would utilize a comprehensive approach to providing vocational education opportunities to a variety of persons at all ages and grade levels. This final evaluation is for the three years of the three-year project.

As originally conceived, the project was to encompass all private and public elementary and secondary schools and vocational-technical institutes in Vocational, Technical and Adult Education District #11. Upon recommendation of the United States Office of Education, the project for the second and third years was delimited to include four schools. The four schools are: Grant Elementary School, Horace Mann Junior High School, North Senior High School and Lakeshore Technical Institute.

### Objectives

The objectives of the project as listed in the project proposal are reported here. Twelve original project objectives are subsumed under five prime objectives that are considered appropriate for all projects funded under Section D. Therefore, some of the twelve original objectives appear more than once because they are appropriately listed under more than one of the five prime objectives.

1. PROVISION FOR BROAD OCCUPATIONAL ORIENTATION AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS SO AS TO INCREASE STUDENT AWARENESS OF THE RANGE OF OPTIONS OPEN TO THEM IN THE WORLD OF WORK. (Significant involvement with teachers and administrators).

MAJOR

A. To provide resources for occupational orientation to elementary, secondary, and post-secondary students that will increase awareness of the option available to them in the world of work.

H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.

K. To develop a model for articulation of occupational orientation, education, and placement in private and public elementary, secondary, and post-secondary schools

MINOR

I. To implement area-wide citizens' advisory committees for vocational education.

2. PROVISION FOR WORK EXPERIENCE, COOPERATIVE EDUCATION AND SIMILAR PROGRAMS, MAKING POSSIBLE A WIDE VARIETY OF OFFERINGS IN MANY OCCUPATIONAL AREAS. (Significant involvement with L.V.E.C's, counselors, business and industry.)

MAJOR

B. To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational-technical education.

E. To enable post-secondary school students to continue to participate in cooperative education programs initiated at the secondary school level.

F. To develop an articulated work experience program for drop-outs, potential school drop-outs, and other identified disadvantaged youth between the ages of 14 and 21.

MINOR

C. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.

D. To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.

I. To implement area-wide citizens' advisory committees for vocational education.

3. PROVISION FOR STUDENTS NOT PREVIOUSLY ENROLLED IN VOCATIONAL PROGRAMS TO RECEIVE SPECIFIC TRAINING IN JOB ENTRY SKILLS JUST PRIOR TO THE TIME THAT THEY LEAVE THE SCHOOL. (SOME OF THESE TRAINING PROGRAMS MIGHT BE VERY INTENSIVE AND OF SHORT DURATION. (Significant involvement with counselors, business, industry, and L.V.E.C's.)

MAJOR

D. To provide training for specific job entry skills to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

J. To maximize the vocational education opportunities of all students through development, implementation, and evaluation of a plan for facility sharing.

MINOR

G. To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.

H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.

I. To implement area-wide citizens advisory committees for vocational education.

L. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District II and throughout the state in order to present to students the picture of available training programs.

4. PROVISION FOR INTENSIVE OCCUPATIONAL GUIDANCE AND COUNSELING DURING THE LAST YEARS OF SCHOOL AND FOR INITIAL PLACEMENT OF ALL STUDENTS AT THE COMPLETION OF THEIR SCHOOLING. (PLACEMENT MIGHT BE IN A JOB OR IN POST-SECONDARY OCCUPATIONAL TRAINING. PLACEMENT SHOULD BE ACCOMPLISHED IN COOPERATION WITH APPROPRIATE EMPLOYMENT SERVICES, MANPOWER AGENCIES, ETC.) (Significant involvement with agencies, post-secondary schools).

MAJOR

C. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.

G. To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.

L. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

MINOR

D. To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

H. To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and interagency cooperation.

I. To implement area-wide citizens' advisory committees for vocational education.

5. PROVISION FOR THE GRANTEE OR CONTRACTOR TO CARRY THE PROGRAM ON WITH SUPPORT FROM REGULAR FUNDING SOURCES AFTER THE TERMINATION OF THE FEDERAL ASSISTANCE UNDER PART D OF P.L. 90-576. (FEDERAL ASSISTANCE UNDER PART D CANNOT EXCEED THREE YEARS).

## Evaluation Activities

The evaluation activities focused on both process and products of the project. Process evaluation focused on the on-going procedures and activities of the project and was utilized to make changes as the needs were identified. Product evaluation focused on the objectives or outcomes of the project to determine if these objectives were attained, or if they were possible to attain within the scope of the project.

It was planned to involve teachers, students, administrators, counselors and the community in the evaluation. The evaluation was designed to cover grade levels from kindergarten through the vocational-technical school grades.

Following are some types of data that were collected.

A. Students

1. Student awareness of career opportunities.
2. Student awareness of employment opportunities.
3. Student awareness of educational opportunities.
4. Students' occupational choices at different grade levels.
5. Student utilization of career information.
6. Effect of career information on student awareness of occupations and all post-high school educational opportunities.
7. Effect of career information on students' choices of post-high school educational plans (vocational-technical, college, special, etc.)
8. Effect of career information, work experiences, and vocational classes on students' curriculum choices.
9. Effect of project on acquisition of vocational skills by students.
10. Effect of project on job placement of students leaving school at any level.
11. Effect of project on student self concepts.

B. Teachers

1. Discrepancy evaluation of teachers involved in career development workshops to determine effect of workshop on classroom career activities.
2. Teacher utilization of Career Information Center materials.
3. Role perception of school counselor.
4. Teacher initiated curriculum changes.
5. Teacher attitude and understanding of vocational education.

C. Administrators

1. Promotion of curriculum changes (i.e. change in vocational offerings).
2. Support for teachers' classroom career and vocational activities through financial and curriculum support.
3. Development of programs for special groups such as minorities, disadvantaged, handicapped and dropouts.
4. Cooperation between administrators in elementary, secondary and vocational-technical schools in developing cooperative and complementary programs.

D. Counselors

1. Use of Career Information Center materials.
2. Changes in priorities of time and effort in role definition to assist especially the non-college bound students.
3. Cooperation with agencies other than own work setting.
4. Direct service to teachers, administrators and students.

E. School and Community

1. Role of Steering Committee
2. Types of public relations activities conducted by school in community.
3. Community awareness of project.
4. Involvement of Wisconsin State Employment Service in placement of students.
5. Availability of career information materials to schools.

F. Project

1. Resource materials developed and disseminated.
2. Extent of dissemination of Career Guide.
3. Content and organization of Career Development Workshops.
4. Extent to which test materials were made available and utilized.
5. Extent of planning follow-up studies.
6. Degree to which workers "on call" data bank was developed.
7. Extent of participation in area manpower surveys.

Data was collected through the use of survey instruments, standardized tests, interviews, on-site observation and existing data.

Timetable 1973-74

May - June

1. Complete second year evaluation report.
2. Prepare proposed evaluation plan for third year.

July

1. Identify additional specific variables to be studied based on project activities and develop data gathering instruments.

August

1. Submit evaluation forms to Project Officer for approval.
2. On-site interviews and observations.

September

1. Attend committee meetings and teacher task force meetings.
2. Prepare data collection plan

October - November

1. Continue data collection for 1973-74.
2. On-site visits.

December - January

1. On-site visits.
2. Attend steering committee meetings.

February

1. Complete data collection for 1973-74.
2. On-site visits.

March - April

1. Process data.
2. On-site visits.

May - July

1. Complete data processing.
2. On-site visits.

August

1. Report third year and final evaluation.

## First Year Evaluation

The first year evaluation was conducted by a different evaluation team. The following recommendations were reported for the first year evaluation. Comments which follow are observations made by the new third party evaluators who began work during the second year of the project.

1. The project should be limited in scope so as to allow for a greater in-depth impact. Three or four schools should be identified as exemplary schools with these schools having first priority on project resources, staff time, and materials.

The scope of the project has been delimited to four schools with the project staff working very closely with them in terms of resources, time and materials.

2. The project staff should explore strategies for eliciting greater commitment and support from central office staff and building administrators.

Central office staff and building administrators from the four schools are on the steering committee. Project staff have solicited greater commitment and support for the project - $6,000 was committed to the project.

3. The project should be redirected to include objectives other than career education awareness. The evaluation team feels this redirection should be made evident in both the budget and the acquisition and/or allocation of staff.

A vocational education program on welding has been initiated for ten high school students. Formulation of articulation committees for the various disciplines has been formed with minutes of meetings being provided. Money has been set aside for articulation purposes. The project staff is spending a proportionate share of time on the recommendations.

4. Additional staff expertise in the areas of curriculum development and vocational education is needed if the project is to be redirected successfully.

The project staff has developed a closer working relationship with the Local Vocational Education Coordinators and Curriculum Specialists at the various educational levels.

5. The project staff in conjunction with the steering committee should define more closely the role and function of the steering committee, especially in the area of policymaking. Minutes of these meetings should be made more formal and complete and should be made available at least to key administrative staff.

The role and function of the steering committee needs to be established. This should be given a high priority and be accomplished immediately. Minutes are being kept of the meetings of the steering committees.

6. The project staff should develop strategies to elicit greater involvement and participation in the project by staff of the Lakeshore Technical Institute.

Articulation committees involving related programs offered at North High School and Lakeshore Technical Institute (LTI) have been set up and are operable. Lakeshore Technical Institute staff participated in the summer workshop put on by the project staff. A career information center is being developed at Lakeshore Technical Institute.

7. The summer workshop should be redirected to conform more closely with the redirection of the project. Activities should address the solution of problems of specific target area groups.

Summer workshops were held involving the four model schools. However, more needs to be done to meet the needs of specific target area groups such as the dropout and the vocational education student.

8. The project should develop a greater sense of responsibility in terms of data collection and evaluation. Redirected objectives should be stated in measurable terms as well as all strategies for meeting these objectives. Tools and strategies to evaluate each aspect of the program should be considered concurrently with objectives and goals.

Objectives have been restated based on the recommendation of the U.S. Office of Education. Subobjectives have been developed for each major objective.

The project staff developed six component models to aid them in making decisions.

Tools and strategies to evaluate the project is the responsibility of the third party evaluation, however there should be constant ongoing evaluation by the project staff.

9. Teachers' reactions to guidance materials borrowed from the resource center need to be tabulated in order that the effectiveness of the materials can be ascertained.

Records are being kept to determine the utilization of the career information center and the materials used by students and staff.

10. Business and industry leaders should be involved in the project, perhaps through the development of a task force in this area.

A committee of business and industry leaders has met once. Representation from the Chamber of Commerce, presidents of corporations, labor leaders and civic clubs are involved on this committee.

11. One population group that should be addressed are those students that the Sheboygan School board is officially "excluding" from school.

The welding program and the nursing assistant program is a beginning in this direction. However, much more needs to be done for this target group.

There is the need to develop more skill development programs for North High School in concert with Lakeshore Technical Institute. A resource people bank needs to be developed for all institutional levels in the project. An annotated list of places where field trips may be taken needs to be developed.

The third party evaluators feel that progress has been made toward accomplishing the majority of the recommendations resulting from the first year evaluation.

## Second Year Evaluation

A comprehensive evaluation plan was developed by the second third party evaluation team as described earlier under the heading of Evaluation Activities. This plan coincided with the redirection of the project to four schools and to revised activity. As much as possible, an experimental design was developed to cover the second and third years of the project. (See the Evaluation Report, May 1973 for a complete description of the design.) Following are the recommendations that were made upon completion of the second year evaluation.

## Recommendations

These recommendations are being made on the basis of our visits, observations, and analysis of the second year data. We feel that changes recommended would improve the liklihood of accomplishing project objectives.

1. It is recommended that the project activities be continued in the four pilot schools for the third year of the project. It is felt that considerable progress has been made this year toward attaining the project objectives and any major change in the project would seriously damage continued progress.

2. It is recommended that work be continued toward changing the counselor's role in grades seven through fourteen to include more emphasis on career planning, especially for non-college bound students.

3. It is recommended that LTI investigate whether it is serving people who have not graduated from high school, if there is a substantial population of these people available. Our data indicates almost all people attending are high school graduates.

4. It is recommended that the project staff develop more cooperative programs with the Wisconsin State Employment Service. Students appear to have little knowledge of the services available.

5. It is recommended that students be informed at an earlier time rather than late in high school of the availability and content of cooperative education, work study, and LTI programs.

6. It is recommended that the project staff develop closer working relationships with the top administrators in the Sheboygan School District and VTAE District 11.

7. It is recommended that the project staff consider adjusting some of the project activities by reducing emphasis on activities relating to some of the project objectives which have been fairly well established at this point. Some examples of this are:

   A. The development of the Career Education Guide.
   B. Career Education summer workshops for teachers, counselors, and administrators.
   C. The establishment and development of career resource centers.
   D. The development of programs at the elementary level such as Hands-On Work Experience and Speaker Programs.

8. It is recommended that more emphasis be placed on articulation efforts to schools other than the four pilot schools. The consulting activities to other schools should be conducted without imparing the on-going activities within the four pilot schools.

9. It is recommended that the project staff be given more freedom and become more involved in making specific recommendations to the four pilot schools regarding activities to be undertaken as part of the project. It is felt that it is the obligation of the project staff to recommend more new and experimental activities to the schools. This should be done by proposing alternatives for various activities to supplement suggestions that may be forthcoming from the schools.

10. It is recommended that if this is to truly be an exemplary project it is necessary that project staff and target school staffs seek ways to cooperate rather than to identify reasons why innovative practices cannot be implemented. It is the function of an exemplary project to innovate new ideas, therefore traditional methods need to be revised in order to accomplish these objectives.

11. It is recommended that the advisory committees established and recommended in the project objectives, be reorganized for the third year. This recommendation is made with the full awareness that the project has one year to run but it is felt that in order to make the third year more productive, this reorganization is necessary. The following three committees are recommended:

    A. Project Advisory Committee

       This committee to consist primarily of representatives from the pilot schools with additional personnel from community and area on the following ratio:

Lakeshore Technical Institute - one building administrator and one district administrator as ex officio member

Sheboygan Public Schools - each of the target schools
Grant Elementary - one
Horace Mann Jr. High - one
North Senior High - one

Central Administration - Superintendent - ex officio member
Director of Elementary Education - one
Director of Secondary Education - one
LVEC - one

Community - Representatives from business, labor, and significant decision-makers in the community - three

Schools other than target schools - Superintendent to represent other schools in District 11 - one

This would then result in a Project Advisory Committee of approximately 11 regular members and 2 ex officio members.

B. Liaison Committee

It is recommended that a liaison committee be established to keep other schools, private schools, and interested parties informed and aware of project activities. It is felt that this is important in order to make other districts aware of what is occuring in the project and to promote future interest in adopting innovative procedures.

C. Citizens Advisory Committee

It is recommended that a strong, active, involved Citizens Advisory Committee be established, this committee to include the following types of individuals from the community: parents, school board, students, service organizations, business, industry, and labor, media personnel such as radio, television, newspapers, and other significant groups in the community.

The establishment of these committees would mean that the existing steering committee would be dissolved and the Project Advisory Committee would assume many of its duties. It is recommended that the Project Advisory Committee be advisory to the Project Director.

It is especially urged that the chief administrators in VTAE District #11 and in the Sheboygan School District be ex officio members of this committee to keep them aware and provide the opportunity for their input into the project.

## Third Year Evaluation

The evaluation design established during the second year was continued with minor modifications, during the third and final year. Numerous on-site visits were made during the third year to utilize evaluation data in process changes. A three month extension of the project allowed additional time to develop evaluation techniques for summer workshops and the K-12 Career Education Guide. Completion of the Third Year Evaluation and Final Evaluation Reports was delayed due to the untimely illness in July of the Evaluation Team Director.

Two interim reports were completed for the third year and disseminated and reported on at meetings with LTI, Sheboygan School District personnel, and the Board of Education. A final Third Year Evaluation Report was completed (See Third Year Evaluation Report, March 1975). Tentative conclusions regarding the impact of the project were as follows.

## Third Year Conclusions

This chapter represents preliminary conclusions based upon observations, meetings, project staff input and analysis of a portion of the data collected by the evaluation team. This information was presented to LTI, Sheboygan Schools and the Board of Education at a meeting in January, 1975. A more thorough and comprehensive report is made in the Final Evaluation Report which covers the three years of the project.

## Positive Effects of the Project

The following items represent areas that seem to have been affected positively by the activities conducted through the project. These are seen as positive effects of the project -- activities, persons, attitudes, etc. that appear to have changed as a result of the project's presence in the four experimental schools of Grant Elementary School, Horace-Mann Junior High School, North Senior High School and Lakeshore Technical Institute.

1. Post high school educational information in grades 9-12 is reported as improved.

2. Ninth grade students in the experimental junior high school seem to be receiving more and better information on LTI from their teachers.

3. The Career Information Centers have been very well received by students and teachers and have been utilized extensively by both.

4. Teacher classroom activities related to career education have increased, especially at the elementary school level and for female teachers at all levels.

5. There has been a change in the role and function of the counselors at the elementary and junior high schools toward activities that were goals of the project.

6. Communications between LTI and the Sheboygan School District have increased during the project. This is true for teachers, administrators and working committees.

7. Very favorable results were obtained from two complementary activities conducted by the project staff. These were the Career Education Workshops conducted for three summers, and the K-12 Career Education Guide that was produced. People involved found these activities very helpful to them.

8. There is a high degree of community awareness about the project. The public relations activities were effective in creating interest in what was being done.

## Neutral Effects of the Project

Certain of the objectives of the project seem to have been attained very slightly, if at all. The activities where there seems to be little if any change are classified as neutral, or are operating basically as they were before the project was initiated.

1. The major goal of articulation within schools, between schools and between the Sheboygan School District and LTI has shown little gain. Some activities have transpired but not commensurate with the original project intentions.

2. Development of innovative and unique programs for special groups of students has shown little increase in relation to project goals. Areas such as junior high level counseling for potential vocational-technical education, work experience for potential dropouts and disadvantaged students, job skill training, and facility sharing were some of the objectives.

3. Although several cooperative education programs exist, they do not seem to have been developed as a result of project activities.

4. The role of counselors at the experimental high school has changed little in the three years toward implementing goals of the project directed at student needs.

5. High school students seem to still be lacking in adequate vocational information to assist them in their career planning.

6. No significant increase has been indicated in the numbers of high school dropouts being served by LTI. Virtually all people attending are high school graduates.

7. Joint efforts between the schools and the Wisconsin Job Service (Employment Service) regarding information and placement have shown little gain.

8. Financial support from LTI and the Sheboygan School District to continue project activities after the cessation of Federal funds has been meager. Mostly activities have been identified as being subsumed under existing programs or personnel.

## Significant Existing Conditions

There are some conditions that exist that should be considered for future planning because they are positive factors which can be helpful in developing programs. Four factors are listed here.

1. Students at all levels have a high positive attitude toward work.

2. The values and attitudes of teachers regarding career education are very positive. A high degree of interest exists.

3. A similar high degree of interest exists in administrators at all levels. They are supportive and willing to try things.

4. There is community awareness and support for the project's goals and continuation of further development. Some of the strongest support for action has come from community leaders.

# Chapter 2

## Methods and Procedures

### Populations and Samples

Usually the research design for a study directs the selection of the experimental and control groups. However, in this study the experimental groups had been selected prior to the involvement of the evaluation team. Based on the recommendations of the outside evaluator for the first year of the Sheboygan Career Education Project, the second and third years of the Project were focused on selected schools in the Sheboygan Public School System and Lakeshore Technical Institute. Table II-A gives a summary of the experimental and control schools involved in the evaluation. Grant Elementary School, Horace Mann Junior High School, North Senior High School and Lakeshore Technical Institute were the experimental schools identified by the Sheboygan Career Education Project Staff prior to the time the 1972-74 outside evaluation team was selected. Teachers from these schools participated in the 1972 summer workshop, met with project staff members during the year and included Career Education materials and concepts in their courses. In addition, Career Information Centers were established in these schools.

The control schools were selected by the outside evaluators with the assistance of the Sheboygan Career Education Project staff and administrators in the Sheboygan Public School System. Since Sheboygan has only two public senior high schools, South was the only available control senior high school for this study. Wilson Elementary School and Farnsworth Junior High School were selected for the evaluation on the basis of their similarity to the experimental elementary and junior high schools. Representatives of the Sheboygan Career Education Project Staff and the Central Administration of the Sheboygan Public Schools indicated that the students and teachers in the control elementary and junior high schools were similar to those in the experimental schools. These staff members also indicated that the students and staff at South Senior High School were very similar to those at North.

### Research Design

The evaluation plan for the outside evaluation was designed to provide comparisons between the experimental and the control schools as well as to give data on the impacts of the Sheboygan Career Education Project over a one year time period. Data collected during February, 1973 provide a composite picture of the status of the participants in the Sheboygan Career Education Project in relation to the project's major objectives at a point relatively early in the second year of the project. Again, it should be emphasized that with the redirection of the project at the beginning of the second year, the data collected during February present an initial picture of the knowledges, opinions and feelings of the people involved in the project.

The second phase of the outside evaluation was carried out during the 1973-74 school year. The instruments administered during February and November 1973 were readministered during February 1974. The data collected during 1974 was compared with the information collected during February and November 1973 to determine changes in the experimental and the control schools. In addition, the results from the control and experimental schools were contrasted during the 1973-74 study to provide experimental-control group comparisons.

Samples of students from all grade levels in the experimental schools participated in the data collection during February, 1973 and 1974. In the control schools, grades 3, 6, 9, 10 and 12 were included in the evaluation. An attempt was made to randomly select 100 boys and 100 girls at each of the grade levels involved. This was done by randomly selecting classes at the elementary school level and sections of courses at the junior, senior and post-high school levels. The grade levels in the control schools were selected to provide information at points where students are making transitions into the next level of schooling and making vocational decisions.

Table II-A

Populations and Samples in the Sheboygan

Career Education Evaluation

| Population | Treatment/Sample | |
|---|---|---|
| | Control | Experimental |
| Elementary | Wilson:<br>Grades 3 and 6 | Grant:<br>Grades K-6 |
| Junior High School | Farnsworth:<br>Grade 9 | Horace Mann<br>Grades 7-9 |
| Senior High School | South:<br>Grades 10 and 12 | North:<br>Grades 10-12 |
| Post High School Vocational - Technical | | Lakeshore Technical Institute |

## Design of the Evaluation Instruments

A variety of survey and interview instruments were developed specifically for the evaluation of the Sheboygan Career Education Project. Each instrument was designed for a specific group of participants in the project and was constructed to gather data related to one or more of the Project's objectives for the 1972-74 years. The objectives for the Career Education Project are listed in Table II-B. Opposite each objective is the list of the instruments and the items within each instrument related to the objective. Copies of the survey instruments are included in Appendix D.

A review of Table II-B indicates that several sources of data were identified for each of the Project's objectives. As a result, the evaluation team obtained a variety of viewpoints related to each objective for its evaluation of the Sheboygan Career Education Project.

A brief resume of each of the instruments follows in succeeding paragraphs.

### Student Questionnaire - Primary Level (K-3)

The Work Attitude Survey questionnaire for grades K-3 was developed by using the concepts covered in the upper elementary and secondary level work attitude surveys listed below and developing simplified questions which would be understood by young children. Four occupations and parents' occupation were covered in questions concerned with awareness and attitudes about jobs in the 1973 version. Responses were limited to "Yes", "No", or "I Don't Know". A copy of this instrument is included in Appendix D.

The questionnaire was revised in 1974 and questions dealt more with general attitudes toward work rather than specific jobs. Responses were limited to three. A copy is in Appendix B.

### Student Questionnaire - Elementary Level (Fourth - Sixth Grades)

The student questionnaire for the fourth, fifth and sixth grade students was a simplified version of the 25 Likert items used in the secondary and post-secondary instruments. The reading level, responses, and design were simplified to make it appropriate for these grade levels. These items were designed to measure the development of awareness and attitudes toward work. Essentially, the instrument consisted of 24 Likert items related to the student's attitude toward work. These statements were similar to the 25 Likert items included in the senior and post-high school student's forms. Statements such as "Working is a pleasing part of our lives" and "Work is interesting" were included in the survey form. The students responding indicated that they disagreed, agreed, or had never thought about the statement. A copy of the survey instrument is included in Appendix D.

### Piers-Harris Children's Self Concept Scale

The Piers-Harris Children's Self Concept Scale, Counselor Recordings and Tests, Nashville, Tennessee was selected to be administered to elementary and junior high students. It is an 80 item scale taking 15-20 minutes and requiring third grade reading level. The scale was designed primarily for research on the development of children's self attitudes. Items consist of single declarative statements such as "I am happy", and "I behave badly at home", and are answered Yes or No. A sample is in Appendix D.

## Table II-B

### Data Elements and Sources of Data for the Sheboygan Career Education Project's Objectives

| Project Objectives | Instrument | * Items (Que |
|---|---|---|
| A. Increase awareness of options in the world of work | Elementary teacher questionnaire | Sec. C or<br>1,3,5,6 10 |
| | Teacher questionnaire | Sec. C or<br>1,5,6,8,10 |
| | Counselor questionnaire | Sec. C or |
| | Student Instruments | |
| | K-3 | 20 |
| | 4-6 | 14 and 21 |
| | 7-12 | 5,6,7,8-15 |
| | 13-14 | 11,12, and |
| B. Develop a vocational counseling program for grades 7-9 to identify those students who can best be served by vocational education. | Secondary teacher questionnaire | Sec. C or |
| | Counselor questionnaire | Section C: |
| | Counselor Interview | 4 |
| | Administrator Interview | 6 and 7 |
| | Student Instrument: 7-12 | 9, 10-15, |
| C. Provide occupational guidance services for grade 11 students who want to enter the labor market on or before high school graduation | Counselor questionnaire | Sec. C: 1 |
| | Administrator questionnaire | Sec. C: 1 |
| | Counselor Interview | 4 |
| | Administrative Interview | 6 and 7 |
| | Student Instrument 7-12 | 10,11,15,1 |
| D. Provide training for job skills prior to or upon termination of high school | Counselor questionnaire | Sec. C or |
| | Administrative questionnaire | Sec. C or |
| | Administrative Interview | 2,6,7 |
| | Student Instruments | |
| | 7-12 | 5-7 and 18 |
| | 13-14 | 8,9,12 and |

Table II-B

## Data Elements and Sources of Data for the Sheboygan Career Education Project's Objectives

| | Instrument | * Items (Questions) |
|---|---|---|
| of options k | Elementary teacher questionnaire | Sec. C or D: 1,2,4,5,8,9; Sec. E or F: 1,3,5,6,10,12,14; Sec. F or G: 1-11. |
| | Teacher questionnaire | Sec. C or D: 1,2,4,5,8,9; Sec. E or F: 1,5,6,8,10,12,14 |
| | Counselor questionnaire | Sec. C or E: 1,3,4,7-10 |
| | Student Instruments | |
| | K-3 | 20 |
| | 4-6 | 14 and 21 |
| | 7-12 | 5,6,7,8-15, and 20 |
| | 13-14 | 11,12, and 25 or 9,10,23 |
| l counsel- des 7-9 tudents who by voca- | Secondary teacher questionnaire | Sec. C or D: 6 and 7 |
| | Counselor questionnaire | Section C: 1-3; Sec. C or D: 1-4; Sec. D or E: 13 |
| | Counselor Interview | 4 |
| | Administrator Interview | 6 and 7 |
| | Student Instrument: 7-12 | 9, 10-15, and 17 |
| l guidance ll stu- nter or be- aduation | Counselor questionnaire | Sec. C: 1-3; Sec. C or D: 1-4 |
| | Administrator questionnaire | Sec. C: 1-3; Sec. C or D: 1-4 |
| | Counselor Interview | 4 |
| | Administrative Interview | 6 and 7 |
| | Student Instrument 7-12 | 10,11,15,17-21 |
| r job upon school | Counselor questionnaire | Sec. C or D: 3 and 4 |
| | Administrative questionnaire | Sec. C or D: 3 and 4 |
| | Administrative Interview | 2,6,7 |
| | Student Instruments | |
| | 7-12 | 5-7 and 18 |
| | 13-14 | 8,9,12 and 21 or 6,7,10,19 |

Table II-B Continued

| Project Objective | Instrument | Items (Ques |
|---|---|---|
| E. Provide opportunity for post-secondary students to continue in coop education program started in high school | Counselor questionnaire | Sec. D or E: |
| | Post-secondary administrators interview | 7 |
| | Student Instruments | |
| | 7-12 | 17 or 19 |
| | 13-14 | 8 or 6 |
| F. Provide work experience for dropouts and potential dropouts and other disadvantaged, ages 14-21. | Teacher questionnaire | Sec. C: 1-3 |
| | Counselor questionnaire | Sec. C: 1-3, |
| | Administrative questionnaire | Sec. C: 1-3, |
| | Counselor Interview | 4 |
| | Administrative Interview | 6 and 7 |
| | Student Instrument 13-14 | 24 or 22 |
| G. Cooperate with WSES in placing students on jobs within the schools | Teacher questionnaire | Sec. B: 19-21 |
| | Counselor questionnaire | Sec. B: 19-21 |
| | Administrative questionnaire | Sec. B: 19-21 |
| | Student Instruments | |
| | 7-12 | 19, 21.2 |
| | 13-14 | 24,26.2 or 22 |
| H. Improve articulation of occupational education between levels in the school system | Elementary teacher questionnaire | Sec. D or E: |
| | Teacher questionnaire | Sec. D or E: |
| | Counselor Interview | 2,3 and 5 |
| | Administrative Interview | 4,5 and 9 |
| | Student Instruments | |
| | 7-12 | 22 |
| | 13-14 | 27 |
| I. Form Citizen's Advisory Committee for vocational education | Administrative questionnaire | Sec. B: 4 and |
| | Community Survey | 9 |
| | Project Staff | Minutes of me |

Table II-B Continued

| | Instrument | Items (Questions) |
|---|---|---|
| post- | Counselor questionnaire | Sec. D or E: 12 |
| on- | Post-secondary administrators interview | 7 |
| pro- | Student Instruments | |
| hool | 7-12 | 17 or 19 |
| | 13-14 | 8 or 6 |
| for | Teacher questionnaire | Sec. C: 1-3 |
| drop- | Counselor questionnaire | Sec. C: 1-3, Sec. C or D: 1-4,Sec. D or E: 7 |
| taged, | Administrative questionnaire | Sec. C: 1-3, Sec. C or D: 1-4 |
| | Counselor Interview | 4 |
| | Administrative Interview | 6 and 7 |
| | Student Instrument 13-14 | 24 or 22 |
| | Teacher questionnaire | Sec. B: 19-21 |
| s | Counselor questionnaire | Sec. B: 19-21, Sec. E: 6 |
| | Administrative questionnaire | Sec. B: 19-21 |
| | Student Instruments | |
| | 7-12 | 19, 21.2 |
| | 13-14 | 24,26.2 or 22,26 |
| oc- | Elementary teacher questionnaire | Sec. D or E: 1-6 |
| tween | Teacher questionnaire | Sec. D or E: 1-6 |
| stem | Counselor Interview | 2,3 and 5 |
| | Administrative Interview | 4,5 and 9 |
| | Student Instruments | |
| | 7-12 | 22 |
| | 13-14 | 27 |
| Com- | Administrative questionnaire | Sec. B: 4 and 10 |
| d- | Community Survey | 9 |
| | Project Staff | Minutes of meetings and interviews |

Table II-B Continued

| Project Objectives | Instrument | Items (Que |
|---|---|---|
| J. Develop and implement plans for sharing vocational facilities | Counselor Interview | 3 and 5 |
| | Administrative Interview | 5 and 9 |
| | Community Survey | 7 and 8 |
| K. Develop model for articulation of occupational orientation, education and placement | Elementary teacher questionnaire | Sec. A: 1-16; |
| | Teacher questionnaire | Sec. A: 1-16; |
| | Counselor questionnaire | Sec. A: 1-16; |
| | Administrative questionnaire | Sec. A: 1-16; |
| | Administrative Interview | 1 |
| | Central Office Staff Interview | |
| | Community Survey | 5 |
| | Student Instruments | |
| | 4-6 | 14 |
| | 7-12 | 8-15,19,21.1 |
| | 13-14 | 8.1-15,21,26. |
| L. Coordinate the comprehensive occupational guidance services to present the picture of available training programs | Counselor questionnaire | Sec. D or E: |
| | Counselor Interview | 3 and 4 |
| | Administrator Interview | 2, 5-7 |
| | Student Instruments | |
| | 7-12 | 5.2,8,9,10-15 |
| | 13-14 | 13-15, and 18 |
| M. Generate provisions for local funding after completion of project | Administrator Interview | 1 and 8 |
| | Central Office Staff Interview | |
| | Project Staff interview | |
| | Steering Committee Minutes | |

* Sections and question vary due to revisions from 1973 to 1974

Table II-B Continued

| | Instrument | Items (Questions) |
|---|---|---|
| ent plans | Counselor Interview | 3 and 5 |
| onal facil- | Administrative Interview | 5 and 9 |
| | Community Survey | 7 and 8 |
| articula- | Elementary teacher questionnaire | Sec. A: 1-16; Sec. E or F: 1-15 |
| al orienta- | Teacher questionnaire | Sec. A: 1-16; Sec. E or F: 1-15 |
| d placement | Counselor questionnaire | Sec. A: 1-16; Sec. E or F: 1-15 |
| | Administrative questionnaire | Sec. A: 1-16; Sec. E or F: 1-15 |
| | Administrative Interview | 1 |
| | Central Office Staff Interview | |
| | Community Survey | 5 |
| | Student Instruments | |
| | 4-6 | 14 |
| | 7-12 | 8-15,19,21.1 and 22,23 |
| | 13-14 | 8.1-15,21,26.1, and 27 or 7-13,19,24 |
| prehensive | Counselor questionnaire | Sec. D or E: 12 and 13 |
| nce ser- | Counselor Interview | 3 and 4 |
| he picture | Administrator Interview | 2, 5-7 |
| ing programs | Student Instruments | |
| | 7-12 | 5.2,8,9,10-15 |
| | 13-14 | 13-15, and 18-21 or 11-13,16-19 |
| for local | Administrator Interview | 1 and 8 |
| letion of | Central Office Staff Interview | |
| | Project Staff interview | |
| | Steering Committee Minutes | |

tion vary due to revisions from 1973 to 1974

## Student Questionnaires - Secondary Level

The student questionnaire, "Career Planning Survey", was designed to identify the input general education and vocational education courses had to the responder's career planning. Questions concerned with the information available to the student from his instructors and guidance counselors related to programs of LTI (Lakeshore Technical Institute) and other post-high school institutions were also included in the survey form. The definitiveness of the student's career choice and further plans for education after completing high school were solicited by the questionnaire. The responder's career choice and his awareness of the employment opportunities in eastern Wisconsin related to his choice were also requested. In addition, each student was asked to indicate how the transition from high school to vocational-technical school or college could be made easier. The final section of the form contained 25 Likert items related to these students' attitude toward work. This section of the survey instrument had been developed in another project conducted by one of the evaluators. For 1974 the form was divided into Junior High and Senior High forms and several questions were revised to make them more appropriate for the grade level of the students. Both 1973 and 1974 versions are in Appendix D.

## Student Questionnaire - Post High School Level

The post-high school student questionnaire contained items similar to those in the high school student questionnaire. Additional items were included to assess the degree to which students received credit at LTI for prior experiences related to their post-high school vocational or technical programs. In addition, the responders were asked to indicate the extent to which their high school programs prepared them for entry into LTI. These students were also asked to identify the degree to which they were sure of their career choices and the employment opportunities in eastern Wisconsin related to their choices. This instrument also included the 25 Likert statements which measured the student's attitude toward work. Copies of the student questionnaire are included in Appendix D.

## Teacher-Counselor-Administrator Questionnaires

The teacher, counselor and administrator questionnaires were constructed to collect data on their involvement in career education activities, attitudes toward career education concepts, and perceptions of the progress of the career education activities in his school. They were asked to rate the importance of each of the sixteen concepts in the Wisconsin Career Education Model for their grade level. They were also asked to indicate the frequency of their involvement with curriculum development activities, meetings, and the use of new learning activities related to career education. A section was concerned with the responders' opinions of the Sheboygan Career Education Project and its impacts on the schools involved in the study. In 1974, Sections C of the teacher and C and D of the Counselor and Administrator 1973 version were eliminated due to poor response by participants. The data requested was too difficult to recall from memory. Copies of both versions are in Appendix D.

## Interview Questionnaires - Administrators and Counselors

Personal interview questionnaires were developed for building administrators and counselors in order to be able to acquire more specific information about their support for and activities in the project. Administrators were asked about budget support, curriculum plans, staff planning, cooperation with other schools and newly developed programs. Counselors were asked about articulation techniques, newly developed programs for special groups such as dropouts and handicapped, and follow-up studies. Copies of these instruments are in Appendix D.

### Interview Questionnaire - Central Administration

A questionnaire was developed to use in interviewing key administrators in the Sheboygan Schools and LTI Central Administration offices. The questions were designed to determine their personal position on career education, the project, articulation between schools, and commitment to support of project activities. A copy of this instrument is included in Appendix D.

### K-12 Career Education Guide

A questionnaire was designed to be sent to people who had purchased the K-12 Career Education Guide produced by the project staff. It was designed to cover both people who had broad responsibilities in career education development such as for a county or several districts, and for people who worked in a single building or district. Questions pertained to its use, helpfulness, design and acceptance. A sample copy is in Appendix D.

### Career Education Workshop, Summer 1974

A more formal evaluation questionnaire was developed for the 1974 workshop than had been used previously. Since these workshops were a very significant portion of the project activity it was felt necessary to determine how participants felt about the value of the workshop. Questions were asked about their understanding, confidence in interpreting, and growth in accepting career education. A sample copy is in Appendix D.

### Community Survey

The community survey instrument was an eleven question, short answer, interview form developed to be used with a selected sample of adults in the community. Questions pertained to their children, the goals of education, knowledge of the project, their level of education and their type of work. A sample copy of the instrument is included in Appendix D.

## Data Collection and Analysis Procedures

Teacher and counselor questionnaires were mailed to the experimental and control schools during the first week of February in 1973 and 1974. Teachers were requested to complete their evaluation forms and send them to their administrator's office in a sealed envelope prior to February 20. Student questionnaires were completed and interviews were conducted with administrators, guidance counselors and residents of the Sheboygan Community on February 19 and 20, 1973 and 1974. During the third year the Piers-Harris Self Concept Scale and K-3 Work Attitude Survey were given in November and again in February.

In addition to the February data collection, members of the evaluation team met with the Sheboygan Career Education Project staff on several occasions to review their progress on the project. Also, the evaluation team received copies of all of the minutes of the meetings conducted by the project staff members. And, copies of the materials generated in the workshops conducted during the summers of 1972, 1973 and 1974, and by the project staff members were forwarded to the evaluation team.

Analysis of the information collected was carried out by the Computer Center at University of Wisconsin - Stout. Summaries of responses to individual items and to sets of items were generated by the Computer Center. Selected data summaries are presented in this report. All of the data summaries are available for inspection by contacting Dr. Carlyle W. Gilbertson at UW-Stout.

# Chapter 3

# Results

## Student Results

A variety of data were collected from the students in the evaluation. The summary of these data and discussion of the results will be presented by project objective. Presentation and discussion of results will be made by prime objectives. Major and minor objectives within these prime objective areas will be included in the discussion of each set of data.

Prime Objective I: Provision for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range and options open to them in the world of work.

Two sets of data will be presented in relation to this objective. First, the students' responses to a set of statements related to work attitudes and values will be presented. Second, responses to selected items from the Career Planning Survey administered to junior high school, senior high school, and Lakeshore Technical Institute students will be discussed.

Grades K through 3 Work Attitude Scores. A summary of the responses of students in Grant (experimental) and Wilson (control) elementary schools on the elementary form of the Work Attitudes Survey is presented in Table III-A. This was a revised work-attitude instrument for these grade levels. Therefore, no comparable data were available from the 1972-73 evaluation. A copy of the instrument appears in Appendix . The survey form contains 15 items concerning why people work, whether work is enjoyable, and the importance of doing good quality work. One of three responses could be given on each item: (1) "Yes", (2) "I Do Not Know", or (3) "No". A very positive attitude would result in a total score near 45. A very negative attitude would generate scores in the range of 15. Students who were not sure of their attitudes or reactions to work would have scores in the area of 30. Mixed attitudes toward work could also result in scores near 30.

The work attitude survey developed for the 1972-73 evaluation did not prove to be valid and reliable. As a result, it was necessary to redesign the survey for the 1973-74 evaluation. This also meant that no base line data were available for comparison during the third year of the evaluation. In order to obtain some measure of changes in work attitude scores the instrument was administered in November and at the end of February in the experimental and control schools.

## Table III-A

## Work Attitude Survey Scores

## For Grades K - 3, 1973-74

| School | Month | Mean | S.D. | N | t |
|---|---|---|---|---|---|
| Wilson | November | 38.7 | 3.4 | 59 | .14 |
| Grant | November | 38.6 | 3.1 | 47 | |
| Wilson | February | 38.3 | 3.3 | 85 | 1.54 |
| Grant | February | 37.0 | 3.1 | 46 | |

Score Scale: Highest possible score = 45 - very positive atti
30 - not aware
Lowest possible score = 15 - very negative atti

3.2

## Table III-A

## Work Attitude Survey Scores

## For Grades K - 3, 1973-74

| Month | Mean | S.D. | N | t |
|---|---|---|---|---|
| November | 38.7 | 3.4 | 59 | .14 |
| November | 38.6 | 3.1 | 47 | |
| February | 38.3 | 3.3 | 85 | 1.54 |
| February | 37.0 | 3.1 | 46 | |

Score Scale: Highest possible score = 45 - very positive attitude
30 - not aware
Lowest possible score = 15 - very negative attitude

The scores on the K - 3 Work Attitude Survey were based on the students' responses to 15 items. Each item had a maximum potential of 3 points and a minimum of 1 point depending upon the nature of the response. Responses which were most closely related to a positive attitude received 3 points and those which were most negative were awarded 1 point. The maximum possible score on this instrument was 45. This score would reflect a very positive attitude. At the other extreme the lowest possible score was 15 which would reflect a very negative attitude. Students who selected the "I do not know" response or who had mixed attitudes would score near 30. Scores 37 and above on the instrument would indicate a positive response.

Table III-A presents a summary of the pre and post test results on the K through 3 work attitude survey. A review of the statistics in the table reveals that the four means range from 37 to 38.7, not a very large variance. A statistical analysis of the difference between pre-test means of the experimental and control groups and the difference between post-test means with Student's t tested disclosed no significant differences. Mean responses in both schools decreased somewhat from the pre-test in November to the post-test in February. However, these differences were slight and do not reflect any significant changes in opinions.

All four means reported in the table are in the positive range. This indicates that the students in the experimental school (Grant) and the control school (Wilson) had positive attitudes toward work. The relatively small standard deviations would indicate that most students had scored in the positive range. However, some students did score in the "uncertain" range, scores around 30, and in the negative range scores below 23. Even though these scores were few in number they may signify the beginning of some very important problems for these students.

## Work Attitude Scores for Students in Grades 4 and 6

Summary statistics on the Work Attitudes scores of students in grades 4 and 6 in the experimental school (Grant) and control school (Wilson) are presented in Table III-B. Data for both the second and third years of the project are reported in this table.

The reliability coefficients for each of the groups are also reported in the table. These were calculated with Hoyt's analysis of variance technique for weighted scores. The reliability coefficients were adequate to very adequate considering the type of instrument and the maturity of the respondents.

The most striking characteristic of the means reported in the table is their similarity. No statistically significant differences were found between the means for the experimental and control groups when compared within each year. And, no significant differences were observed between means for the two years. (Cumulative impacts of the Career Education treatments should tend to be reflected in a change in the mean scores from year to year.) Also, no differences were observed between the mean responses of 4th and 6th grade students. This may indicate that work attitudes are relatively stable and educational programs, at least in the short term, do not have much impact on them.

Table III-B

## Work Attitude Scores for Students in Grades 4 and 6 Enrolled in Experimental and Control Schools in 1972-73 and 1973-74

3.4

| | | | Experimental Group | | | | Control | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Sex | Year | Mean | S.D. | Rel. Coef. | N | Mean | S.D. | R C |
| 4 | M | 1972-73 | 58.8 | 7.9 | .82 | 29 | 58.9 | 4.9 | |
| | | 1973-74 | 58.8 | 6.6 | .79 | 21 | 58.4 | 6.0 | |
| | F | 1972-73 | 58.8 | 6.6 | .79 | 21 | 58.4 | 6.0 | |
| | | 1973-74 | 58.5 | 7.9 | .80 | 29 | 58.9 | 4.9 | |
| 6 | M | 1972-73 | 60.7 | 4.9 | .65 | 44 | 58.4 | 7.3 | |
| | | 1973-74 | 59.7 | 5.5 | .70 | 36 | 59.7 | 5.0 | |
| | F | 1972-73 | 59.4 | 6.4 | .79 | 38 | 60.3 | 4.3 | |
| | | 1973-74 | - | - | - | - | 58.1 | 7.5 | |

Score Scale: Highest possible Score - 74 - very positive attitude
48 - neutral or mixed attitudes
Lowest possible Score - 24 - very negative attitude

## Table III-B

## Work Attitude Scores for Students in Grades 4 and 6 Enrolled in Experimental and Control Schools in 1972-73 and 1973-74

| | Experimental Group | | | | Control Group | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | S.D. | Rel. Coef. | N | Mean | S.D. | Rel. Coef. | N | T |
| 3 | 58.8 | 7.9 | .82 | 29 | 58.9 | 4.9 | .58 | 38 | |
| 4 | 58.8 | 6.6 | .79 | 21 | 58.4 | 6.0 | .70 | 48 | |
| 3 | 58.8 | 6.6 | .79 | 21 | 58.4 | 6.0 | .70 | 48 | |
| 4 | 58.5 | 7.9 | .80 | 29 | 58.9 | 4.9 | .57 | 39 | |
| 3 | 60.7 | 4.9 | .65 | 44 | 58.4 | 7.3 | .83 | 42 | |
| 4 | 59.7 | 5.5 | .70 | 36 | 59.7 | 5.0 | .67 | 34 | |
| 3 | 59.4 | 6.4 | .79 | 38 | 60.3 | 4.3 | .58 | 33 | |
| 4 | - | - | - | - | 58.1 | 7.5 | .83 | 42 | |

Highest possible Score - 74 - very positive attitude
48 - neutral or mixed attitudes
Lowest possible Score - 24 - very negative attitude

The Work Attitude Instrument contained 24 items on which the student could make one of three responses - (1) "Yes", (2) "Undecided", and (3) "No". Responses received a weight of 1, 2, or 3 depending upon the degree to which they revealed a positive attitude toward work. The response which indicated the most positive attitude received a weight of 3. The maximum possible score was 74. This score would indicate a very positive attitude. The lowest possible score was 24. This score would indicate a very negative attitude toward work. A neutral or mixed attitude toward work would be relected by scores near 48.

All of the means reported in the table are larger than 58. This would indicate that most students had a positive or very positive attitude toward work. The standard deviations indicate that some students' scores would fall in the negative range. Although not many student scores would be in this range they may pose significant challenges for counselors and teachers. A copy of the work attitude instrument administered to the 6th graders is reproduced in the appendix.

## Work Attitude Scores for 7th and 8th Grade Students

The work attitude instrument used in the junior and senior high school was expanded from that used in grades 4 through 6. It contained 25 statements to which the student responded (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, or (5) strongly agree. The response which was most closely correlated with a positive attitude toward work received a weighted value of 5. The students' responses were scored in a weighted analysis program at UW-Stout. This program gave appropriate weights to each response made by the student and calculated a total weighted score for each student. In addition, the program determined the reliability coefficient using Hoyt's analysis of variance technique for weighted scores. Table III-C reports the means, standard deviations and reliability coefficients for each of the groups.

Reliability coefficients for the 8 groups tested were good to very good. Coefficients from .73 to .97 were observed. Thus, there appeared to be a relatively high consistance of response on the work attitude instrument. In other words, students attitudes were somewhat better defined at this level. (A copy of the instrument is reproduced in Appendix D.)

## Table III-C

## Work Attitude Scores for Grade 7 and 8 Students Enrolled in the Experimental Schools in 1972-73 and 1973-74

3.6

| Grade Level | Sex | 1972-73 | | | | | 1973-74 | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | S.D. | Rel.Coef. | N. | | Mean | S.D. | Rel. |
| 7 | M | 91.4 | 11.1 | .77 | 64 | | 82.5 | 21.4 | . |
| | F | 92.9 | 10. | .73 | 54 | | 83.0 | 22.8 | . |
| 8 | M | 84.9 | 18.7 | .91 | 55 | | 91.9 | 14.7 | . |
| | F | 92.5 | 11.0 | .77 | 49 | | 92.3 | 10.8 | . |
| | | | | | | | t 72/3 vs 73/4 | | Male -.1<br>Female . |

Maximum possible Score =

Minimum possible Score =

*Significant at the .05 level

## Table III-C

## Work Attitude Scores for Grade 7 and 8 Students Enrolled in the Experimental Schools in 1972-73 and 1973-74

| 1972-73 | | | | | 1973-74 | | | | |
|---|---|---|---|---|---|---|---|---|---|
| an | S.D. | Rel.Coef. | N. | | Mean | S.D. | Rel.Coef. | N | T |
| .4 | 11.1 | .77 | 64 | | 82.5 | 21.4 | .96 | 65 | 2.20* |
| .9 | 10. | .73 | 54 | | 83.0 | 22.8 | .97 | 68 | 2.40* |
| .9 | 18.7 | .91 | 55 | | 91.9 | 14.7 | .92 | 56 | -1.56 |
| .5 | 11.0 | .77 | 49 | | 92.3 | 10.8 | .90 | 65 | .07 |
| | | | | | t 72/3 vs 73/4 Male -.15<br>Female .22 | | | | |

Maximum possible Score = 125 - very positive
100 - positive
75 - neutral
50 - negative
Minimum possible Score = 25 - very negative

5 level

The highest possible score on the work attitude instrument used in junior and senior high school was 125. This score would indicate a very positive attitude toward work. The lowest possible score was 25 and would indicate a very negative attitude toward work. A negative attitude toward work would be indicated by scores near 50. Students with mixed attitudes or a neutral attitude toward work would have scores near 75. Positive attitudes toward work would be reflected in scores near 100.

All of the means reported in Table III-C fall in the low positive to positive range on the score scale for the attitude instrument. The mean scores range from a low 80.5 to a high of 92.9. One consistent score pattern observed in the table is the resistance of students' scores to change over time. For example, students in grade seven in the 1972-73 evaluation scored significantly higher than the students in grade seven during the 1973-74 evaluation (P less than .05). Members of grade seven in the experimental school in 1972-73 who participated in the 1973-74 evaluation as eighth grade students exhibited the same response pattern. In fact, only slight changes in the means were recorded.

Although there was a considerable difference between the mean responses for eighth grade boys in the 1972-73 evaluation and the 1973-74 evaluation the difference was not significant. This can be attributed to the large standard deviation or variation in the students' scores during both of the years. Also it is interesting to note that the mean responses for the eighth grade boys in the 1972-73 evaluation is very similar to the mean responses for the seventh grade boys in the 1973-74 evaluation.

It appeared from the response patterns on the work attitude instruments that there might have been some significant differences between grade levels. The cause of these variations is not readily evident. However, it would appear to be a valuable point to pursue with further research.

## Attitude Toward Work Scores of Grades Nine, Ten, Eleven, and Twelve

The statistics for the work attitude scores for students in grades nine, ten, eleven, and twelve during the 1972-73 and 1973-74 school years are reproduced in Table III-D. The instrument used to collect these data was the same as that used in grades seven and eight. A copy is reproduced in Appendix D.

All of the means in the table are in the high 80's and low to mid 90's. These scores indicate a low positive to positive attitude toward work on the part of most students responding to the instrument. As noted by the standard deviations there was a moderate variation in scores within each of the groups tested. Thus, there are some students in each group who have undecided or negative attitudes toward work. The reliability coefficients for the groups range from moderate to moderately high. Therefore, it would appear that there is a relatively high consistency of responding on the part of each student.

Two statistically significant differences were observed between experimental and control groups. Both of the differences occured during the 1972-73 evaluation and both involved female students. In 1972-73, girls in the control group responded significantly more favorably on the attitude instrument. The tenth grade girls in 1972-73 in the control school also had work attitude scores which were significantly higher than those in the experimental school. The reason for this difference is difficult to explain, especially since the ninth grade girls in 1972-73 were represented as tenth graders in the 1973-74 evaluation and there was no significant difference between the scores in the experimental and control groups during the latter evaluation.

Table III-D

Work Attitude Scores for Grades 9, 10, 11 and 12

for 1972-73 and 1973-74

| Grade Level | Sex | Year | Experimental Group | | | | Control Group | | | | T |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | S.D. | Rel.Coef. | N | Mean | S.D. | Rel.Coef. | N | |
| 9 | M | 1972-73 | 93.1 | 9.5 | .76 | 81 | 95.5 | 6.9 | .60 | 77 | -1.3 |
| | | 1973-74 | 87.1 | 13.9 | .92 | 68 | 89.2 | 22.9 | .97 | 80 | - .49 |
| | | | | t=2.19# | | | | t=1.88 | | | |
| | F | 1972-73 | 93.3# | 15.5 | .91 | 76 | 99.4# | 9.1 | .79 | 84 | -2.20# |
| | | 1973-74 | 88.8 | 16.6 | .94 | 92 | 94.6 | 13.8 | .95 | 102 | -1.87 |
| | | | | t=1.28 | | | | | t=2.03# | | |
| 10 | M | 1972-73 | 91.8 | 11. | .79 | 87 | 93.8 | 10.9 | .83 | 72 | - .81 |
| | | 1973-74 | 93.3 | 9.9 | .89 | 93 | 94.0 | 7.5 | .81 | 47 | - .33 |
| | | | | t=-.68 | | | | t=.08 | | | |
| | F | 1972-73 | 92.6* | 8.9 | .75 | 75 | 98.0* | 6.6 | .64 | 66 | -2.93# |
| | | 1973-74 | 95.4 | 10.1 | .89 | 92 | 95.4 | 7.1 | .81 | 44 | 0 |
| | | | | t=1.35 | | | | | t=1.38 | | |
| 11 | M | 1972-73 | 90.4 | 11. | .80 | 89 | - | - | - | - | - |
| | | 1973-74 | 93.4 | 10. | .90 | 98 | 91.6 | 12.2 | .93 | 45 | .64 |
| | | | | t=1.38 | | | | | | | |
| | F | 1972-73 | 94.4 | 10.4 | .83 | 73 | - | - | - | - | - |
| | | 1973-74 | 93.5 | 8.2 | .84 | 77 | 94.6 | 12.8 | .93 | 35 | - .36 |
| | | | | t=.42 | | | | | | | |
| 12 | M | 1972-73 | 91.9 | 3.4 | .68 | 110 | 90.8 | 14.6 | .91 | 66 | -.42 |
| | | 1973-74 | 90.3 | 10.1 | .88 | 75 | 91.3 | 9.9 | .88 | 64 | .42 |
| | | | | t=.81 | | | | t=-.16 | | | -.42 |
| | F | 1972-73 | 96.1 | 7.2 | .66 | 67 | 94.9 | 8.1 | .79 | 49 | .59 |
| | | 1973-74 | 93.0 | 11.1 | .92 | 59 | 96.9 | 6.9 | .80 | 37 | -1.5 |
| | | | | t-1.33 | | | | t=-.87 | | | |

#Significant at .05 Level

See Table III-C For Score Scale

Table III-E

Work Attitude Scores for LTI Students

Surveyed in 1972-73 and 1973-74

| Grade Level | Sex | 1972-73 | | | | | 1973- | |
|---|---|---|---|---|---|---|---|---|
| | | Mean | S.D. | Rel.Coef. | N | | Mean | S.D. |
| 13 - 14 | M | 96.4 | 8.8 | .76 | 66 | | 88.2 | 10.5 |
| | F | 99.0 | 6.9 | .64 | 42 | | 92.2 | 8.9 |

Score Scale: See Table III-C

Table III-E

Work Attitude Scores for LTI Students

Surveyed in 1972-73 and 1973-74

| 1972-73 | | | | | 1973-74 | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Mean | S.D. | Rel.Coef. | N | | Mean | S.D. | Rel.Coef. | N | T |
| 96.4 | 8.8 | .76 | 66 | | 88.2 | 10.5 | .92 | 41 | 3.01 |
| 99.0 | 6.9 | .64 | 42 | | 92.2 | 8.9 | .90 | 65 | 3.14 |

**re Scale:** See Table III-C

Two significant differences in mean scores were observed within the experimental and control groups between 1972-73 and 1973-74 school years. Boys in grades nine scored significantly lower during the 1973-74 evaluation as compared with the results in 1972-73. This is especially interesting since the eighth grade boys in 1972-73 in the experimental school had one of the lower mean scores. In other words, this less positive response pattern appeared to persist in the succeeding year. The second significant difference within groups occured between the mean responses for girls in the control group in grade nine. The girls responses in 1972-73 were significantly higher than those obtained in the 1973-74 evaluation. It should be pointed out that the mean for the girls in 1972-73 evaluation was one of the higher means reported in the evaluation. Also, the mean for the responses of the girls in 1973-74 evaluation is slightly more positive than that reported for this class when they were eighth graders. Again the relative stability of attitude scores appears to persist.

## Summary of Work Attitude Results

The data collected from students in grades K-12 revealed a general positive attitude toward work. Some students responsed negatively; however the majority gave positive response. Few significant differences between the experimental and control groups were observed. The two significant differences which were found favor the control groups. However, for the most part, the scores were very similar between groups. The basic factor operating appeared to be the relative stability of work attitudes. This stability was noted in the within group consistency of response patterns from year to year. This would suggest that any program which attempts to modify attitudes needs to be long termed and should pervade all the instructional materials.

## Work Attitude Scores for LTI Students

No control group was available for the LTI (Lakeshore Technical Institute) students during the two years of the evaluation. The data in Table III-E reflect the mean attitude scores for students in years 13-14 at LTI during the two years of the evaluation. The mean scores reported fall in the positive range on the score scale. The reliability coefficients are satisfactory for the Likert type instrument used and reveal a fairly high consistency of response on the instrument.

A statistical comparison of the means for the men in the evaluation during 1972-73 as compared with those in the evaluation during 1973-74 reveals that the 1972-73 scores were significantly higher (t=3.01). The same result is noted when the means for the females are compared. Again the females in the 1972-73 evaluation have significantly higher scores than those in the 1973-74 evaluation (t=3.14)

## Students Awareness of Opportunities in the World of Work and Education

Table III-F reports the response patterns on four questions in the Career Planning Survey related to the students' knowledge of education programs in both secondary and post-secondary institutions, their utilization of the Career Information Center and knowledge of job opportunities in their selected occupations. (A copy of the Career Planning Survey is included in Appendix D.) Medians and interquartile ranges are reported for boys and girls in the experimental and control schools in grades 9-12. Data from both years of the evaluation are included. The median gives the center point of the distribution, the

Table III - F

Median Level of Knowledge of Post-Secondary Educational and Employ

Opportunities in Grades 9-12 in 1972-73 and 1973-74

| Item | Grade | Experimental School | | | | | | | | Con | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1972-1973 | | | | 1973-1974 | | | | 1972-1973 | | | |
| | | MDN | | IQR | | MDN | | IQR | | MDN | | IQR | |
| | | M | F | M | F | M | F | M | F | M | F | M | F |
| 12 (13) adequacy of information on LTI programs (1= adequate, (4=in-adequate) | 9 | 2.8 | 2.8 | 1.3 | 1.1 | 3.0 | 2.7# | 1.7 | 1.6 | 3.1 | 3.2 | .8 | 1. |
| | 10 | 2.9# | 3.1 | .9 | .8 | 3.8# | 3.4 | 1.1 | 1.9 | 3.0* | 2.9@ | .8 | 1. |
| | 11 | - | - | - | - | 3.7 | 3.6 | 1.6 | 1.5 | - | - | - | - |
| | 12 | 2.7@ | 2.5* | 1.4 | 1.3 | 3.3@ | 3.3* | 2.2 | 2.1 | 2.9# | 2.7 | 1.1 | 1. |
| 13 (14) adequacy of information received on university and post high school V-T programs | 9 | 2.8 | 3.0 | 1.2 | .8 | 3.1 | 3.1# | 1.7 | 1.4 | 3.0 | 3.2 | 1.1 | . |
| | 10 | 2.9# | 2.8* | 1.1 | 1.0 | 3.8# | 3.5* | 1.2 | 1.6 | 3.0@ | 2.9+ | .9 | . |
| | 11 | - | - | - | - | 3.2 | 3.7 | 1.6 | 1.2 | - | - | - | - |
| | 12 | 2.6 | 2.6 | 1.4 | 1.3 | 2.9 | 2.4 | 2.2 | 2.0 | 2.7 | 2.7 | 1.2 | 1. |
| 20 (20) Have you used the career information center in your school (1=No, not aware if it, 2= No, but aware of it, 3=yes) | 9 | 2.8 | 2.9 | .7 | .6 | 2.9 | 2.9 | .7 | .6 | 2.5 | 2.6 | 1.4 | 1. |
| | 10 | 2.8 | 2.4 | .9 | 1.0 | 2.7 | 2.7 | 1.0 | 1.0 | 1.5 | 1.2 | 1.2 | . |
| | 11 | - | - | - | - | 2.7 | 2.8 | 1.0 | .8 | - | - | - | - |
| | 12 | 2.8 | 2.8 | .8 | .9 | 2.9 | 2.9 | .6 | .6 | 1.5 | 1.6 | 1.3 | 1. |
| 21.2 (22) Knowledge of employment opportunities in Eastern Wisconsin in field of responders Career choice (1=I do not know, 4=excess of jobs. In 73-74, 1= I have not selected a career, 2= I do not know.) | 9 | 1.7 | 1.3 | 1.9 | 1.8 | 2.6 | 2.4 | 2.1 | 2.2 | 2.3 | 1.5 | 2.1 | 1. |
| | 10 | 1.5 | 1.4 | 1.9 | 1.6 | 1.6 | 1.9 | 1.4 | 1.1 | 1.8 | 1.2 | 2.1 | . |
| | 11 | - | - | - | - | 2.0 | 2.0 | 2.1 | 2.1 | - | - | - | - |
| | 12 | 2.0 | 2.0 | 1.9 | 1.9 | 2.3 | 2.0 | 2.3 | 2.7 | 1.6 | 1.3 | 1.7 | 1. |

#,*,@,+, etc. - pairs of li
comparisons
different (

## Table III - F

## Median Level of Knowledge of Post-Secondary Educational and Employment Opportunities in Grades 9-12 in 1972-73 and 1973-74

| Experimental School | | | | | | | | Control School | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1972-1973 | | | | 1973-1974 | | | | 1972-1973 | | | | 1973-1974 | | | |
| MDN | | IQR | | MDN | | IQR | | MDN | | IQR | | MDN | | IQR | |
| M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| .8 | 2.8 | 1.3 | 1.1 | 3.0 | 2.7# | 1.7 | 1.6 | 3.1 | 3.2 | .8 | 1.0 | 3.5 | 3.4# | 1.3 | 1.3 |
| .9# | 3.1 | .9 | .8 | 3.8# | 3.4 | 1.1 | 1.9 | 3.0* | 2.9@ | .8 | 1.0 | 3.7* | 3.8@ | 1.1 | 1.2 |
| - | - | - | - | 3.7 | 3.6 | 1.6 | 1.5 | - | - | - | - | 3.4 | 3.4 | 1.3 | 1.5 |
| .7@ | 2.5* | 1.4 | 1.3 | 3.3@ | 3.3* | 2.2 | 2.1 | 2.9# | 2.7 | 1.1 | 1.3 | 3.5# | 3.1 | 1.8 | 1.8 |
| .8 | 3.0 | 1.2 | .8 | 3.1 | 3.1# | 1.7 | 1.4 | 3.0 | 3.2 | 1.1 | .9 | 3.4 | 3.6# | 1.2 | 1.3 |
| .9# | 2.8* | 1.1 | 1.0 | 3.8# | 3.5* | 1.2 | 1.6 | 3.0@ | 2.9+ | .9 | .8 | 3.8@ | 3.8+ | .8 | .8 |
| - | - | - | - | 3.2 | 3.7 | 1.6 | 1.2 | - | - | - | - | 3.5 | 3.7 | 1.6 | 1.2 |
| .6 | 2.6 | 1.4 | 1.3 | 2.9 | 2.4 | 2.2 | 2.0 | 2.7 | 2.7 | 1.2 | 1.2 | 3.4 | 2.9 | 1.7 | 1.8 |
| .8 | 2.9 | .7 | .6 | 2.9 | 2.9 | .7 | .6 | 2.5 | 2.6 | 1.4 | 1.9 | 2.6 | 1.5 | 1.7 | 1.8 |
| .8 | 2.4 | .9 | 1.0 | 2.7 | 2.7 | 1.0 | 1.0 | 1.5 | 1.2 | 1.2 | .9 | 1.3 | 1.4 | 1.2 | 1.1 |
| - | - | - | - | 2.7 | 2.8 | 1.0 | .8 | - | - | - | - | 1.7 | 1.6 | 1.3 | 1.4 |
| .8 | 2.8 | .8 | .9 | 2.9 | 2.9 | .6 | .6 | 1.5 | 1.6 | 1.3 | 1.7 | 1.8 | 2.5 | 1.6 | 1.6 |
| .7 | 1.3 | 1.9 | 1.8 | 2.6 | 2.4 | 2.1 | 2.2 | 2.3 | 1.5 | 2.1 | 1.9 | 3.8 | 3.2 | 2.1 | 2.3 |
| .5 | 1.4 | 1.9 | 1.6 | 1.6 | 1.9 | 1.4 | 1.1 | 1.8 | 1.2 | 2.1 | .7 | 1.8 | 2.0 | 1.3 | .9 |
| - | - | - | - | 2.0 | 2.0 | 2.1 | 2.1 | - | - | - | - | 1.8 | 2.3 | 2.1 | 2.3 |
| .0 | 2.0 | 1.9 | 1.9 | 2.3 | 2.0 | 2.3 | 2.7 | 1.6 | 1.3 | 1.7 | 1.3 | 1.8 | 2.5 | 2.1 | 2.6 |

#,*,@,+, etc. - pairs of like symbols indicate comparisons that are significantly different (.05 level) point at which one-half of the responses are above and one-half are below. The interquartile range (IQR) is a measure of the level of agreement in the responses. An IQR that is in the range of 2-3 indicates very little agreement or great diversity in the responses of the students.

An analysis of the medians in the table reveals that within schools and at the same grade levels the response patterns for boys and girls are very similar. It is also apparent from the students' responses to items 12 and 13 that an adequate to sufficient level of information is available on post-secondary educational opportunities to students in the experimental and control schools. However, the medians in the range of 2.5 and larger indicate that a majority of the students would like to have additional information. Another trend which appears in the data is the tendency for the medians to be larger in the 1973-74 evaluation. This indicates that the students during the third phase of the evaluation felt that the information available to them was less adequate than that reported in the prior year. This trend is substantiated by the fact that ten of the twelve statistically significant differences between response patterns occured in the comparisons within groups (experimental versus experimental and control versus control) between years. For example, tenth grade boys reported significantly less information on LTI programs during the 1973-74 year in the experimental school than those in the experimental school at the same grade level during the 1972-73 evaluation.

The two statistically significant differences between experimental and control groups both involve girls at the ninth grade level in the 1973-74 evaluation. Girls in the experimental school (North) reported significantly more information received on LTI and other post-secondary programs than the girls in the control school. Although there are no other significant differences in comparisons between the experimental and control schools, the pattern consistently indicates that the students in the experimental school felt that they had a higher level of information on post-secondary educational opportunities.

The medians reported for grades nine, ten, eleven and twelve indicate a growth of information on post-secondary training opportunities throughout the four years of high school. (The median values become smaller.) This pattern would be expected from the fact that the students gained more information, had more occupational experiences, and become more interested in career selection as they grow older. The fact that maturity tends to influence the level of information reported by students tends to substantiate the impact of the career education experiences in the experimental schools since there is an accelerated trend in these schools.

There is also a slight tendency for post-secondary programs at the university and VTAE school other than LTI to be reported as more adequate than the information available on LTI. Whether this indicates an extra emphasis on the dissemination of information on these institutions or is a reflection of the fact that students would like to have more information on a post-secondary institution close to home is not clear from the data.

The data for Item number 20 in Table III-F indicate the use of the Career Information Center. The experimental schools developed career information centers. Students in the control schools had information available to them in their schools but not presented in a career information center. The median responses to use of the career information centers is relatively high. Almost all of the students in grades nine, ten, eleven and twelve reported that they had used the Center. (A median of 3 would indicate that all of the students had used the Career Center.) Most of the medians in the experimental schools were 2.7 or larger. Also, the use of the Career Center tended to increase slightly from the 1972-73 year to the 1973-74 year. This was the case even though a very high level of use was reported during the previous year. Thus, it would appear that the Career Information Center retained its popularity and was serving an important need.

The item which measured the students' knowledge of employment opportunities in the occupations they had selected for their career choices was modified for the third year of the evaluation. Therefore, it is not possible to make direct comparison between the data for the two years. In the 1972-73 version of the career planning survey the first choice was "I do not know". In the last year of the evaluation, 1973-74, the first choice was "I have not selected a career", and the second choice was "I do not know". It is likely that a number of the students who responded to "I do not know" during the first year of the evaluation had not selected a career.

The medians reported for both years indicate that nearly 50% of the students at all grade levels had either not selected a career or do not know what the job opportunities are in the career they had selected.

Table III-G reports the amount of information received on LTI programs and courses from Capstone Vocational instructors in the senior high schools. The most frequent amount of information reported in both the experimental and control schools is "little to some". A small proportion of the students responded that they received all of the information they needed. It would appear that this aspect of the Capston program could be improved.

Of interest is a change between 1972-73 and 1973-74 in the number of individuals in the evaluation sample reported enrollment in Capstone courses. A significant increase in enrollment during the latter year is in evidence. It is the feeling of the researcher that this increase reflects the students' interpretation of the item in the Career Planning Survey used during the last year of the evaluation. Thus, the increase is probably over-stated.

Another important source of information on post-secondary programs is the general education instructors in the secondary school. Table III-H reports the students' estimates of the amount of information related to LTI programs and courses received from general education instructors. The medians in the table indicate that a majority of the students reported that they did not receive as much information as they felt they needed. (All medians are less than 3.5) Four significant differences were found between experimental and control groups within a given year of the evaluation. In all four cases, these differences occured in grade nine. During both years the boys and girls in the experimental school reported that they received significantly more information than those in the control school.

Another trend observed in the data is the decrease of information reported in the third year of the evaluation. In fact, boys in grade ten and boys and girls in grade twelve in the experimental school reported significantly less information received in comparison to the previous year.

Table III-I presents a summary of the 1973074 LTI students' judgments of the adequacy of the information they received on LTI programs while they were in ghih school. With the exception of females in diploma programs, a majority report that the information was "inadequate" or "could have been more". It would appear that articulation of secondary and post-secondary programs was not complete since there was a lack of information flow between the two levels.

Table III - G

Amount of Information Received on LTI Programs

From High School Vocational Instructors by High School Seniors

| Year | Information Received | Grade 12 | | | |
|---|---|---|---|---|---|
| | | E | | C | |
| | | M | F | M | F |
| 1972 - 1973 | Have not taken | 70. | 74.6 | 89.4 | 75.5 |
| | Little | 3.6 | 3.0 | 1.5 | 4.1 |
| | Some | 16.4 | 13.4 | 6.1 | 12.2 |
| | Considerable amount | 6.4 | 6.0 | 1.5 | 4.1 |
| | All I needed | 3.6 | 3.0 | 1.5 | 4.1 |
| 1973 - 1974 | Have not taken | 22.9 | 33.8 | 27.4 | 19.4 |
| | Little | 29.7 | 30.5 | 25.8 | 36.1 |
| | Some | 24.3 | 22.0 | 30.6 | 25.0 |
| | Considerable amount | 16.2 | 8.4 | 12.9 | 11.1 |
| | All I needed | 6.7 | 5.0 | 3.2 | 8.3 |

3.14

## Table III - H

### Amount of Information High School Students Received on LTI Programs From Their High School General Education Instructo

| Item | Year | E/C# | Grade Level<br>9<br>M | <br><br>F | <br>10<br>M | <br><br>F | <br>11<br>M | <br><br>F |
|---|---|---|---|---|---|---|---|---|
| Amount of information received from general education instructors on LTI<br>1 = Little Information<br>4 = All I Need | 1972-1973 | E | 1.90 | 2.01 | 1.73* | 1.22 | - | - |
| | | | ↑<br>S.D.<br>↓ | ↑<br>S.D.<br>↓ | | | | |
| | | C | 1.38 | 1.24 | 1.38 | 1.42 | - | - |
| | 1973-1974 | E | 2.0 | 2.07 | 1.26* | 1.24 | 1.27 | 1. |
| | | | ↑<br>S.D.<br>↓ | ↑<br>S.D.<br>↓ | | | | |
| | | C | 1.66 | 1.48 | 1.17 | 1.13 | 1.46 | 1. |

#E = experimental
C = control

S.D. = Within year comparisons noted are significantly different at the .05 level.
two sample test.
*Significant differences between years.

## Table III - H

### Amount of Information High School Students Received on LTI Programs From Their High School General Education Instructors

| | Year | E/C# | Grade Level<br>9 M | 9 F | 10 M | 10 F | 11 M | 11 F | 12 M | 12 F |
|---|---|---|---|---|---|---|---|---|---|---|
| ion received | 1972-<br>1973 | E | 1.90 | 2.01 | 1.73* | 1.22 | - | - | 1.78* | 1.75* |
| ation instruc- | | | ↑<br>S.D.<br>↓ | ↑<br>S.D.<br>↓ | | | | | | |
| | | C | 1.38 | 1.24 | 1.38 | 1.42 | - | - | 1.44 | 1.58 |
| ation | 1973-<br>1974 | E | 2.0 | 2.07 | 1.26* | 1.24 | 1.27 | 1.37 | 1.27* | 1.24* |
| | | | ↑<br>S.D.<br>↓ | ↑<br>S.D.<br>↓ | | | | | | |
| | | C | 1.66 | 1.48 | 1.17 | 1.13 | 1.46 | 1.29 | 1.27 | 1.27 |

comparisons noted are significantly different at the .05 level. Kolmogorow - Smivinov test.

rences between years.

### Table III-I
### Adequacy of Information on LTI Programs Received While LTI Students Were in High School
### (Item 17)

| Program | Sex | Level of Information | | | | | |
|---|---|---|---|---|---|---|---|
| | | Adequate | | Adequate But Could Have Used More | | Inadequate | |
| | | N | % | N | % | N | % |
| Diploma | Male | @ | | @ | | @ | |
| | Female | 29 | 58 | 11 | 22 | 10 | 20 |
| Degree | Male | 8 | 20.5 | 11 | 28.2 | 20 | 51.2 |
| | Female | 1 | 7.1 | 6 | 42.8 | 7 | 50 |
| TOTAL | N = 103 | 38 | 37.0 | 28 | 27.0 | 37 | 36.0 |

@ Not enough students in sample for meaningful statistics.

## Results of the Piers-Harris Children's Self Concept Scale

Developing a positive self concept is considered to be an important element in the career development process of individuals. Considerable activity was conducted in the experimental elementary school to foster positive self concepts in the students. In order to study possible effects of these activities, the Piers-Harris Children's Self Concept Scale, published by Counselor Recordings and Tests, Nashville, Tennessee, was administered. The instrument was used only in the third year of the project and was given to students in grades three through six in the experimental elementary school (Grant), and to grades three, four and six in the control elementary school (Wilson). It was administered twice during the year, first in November 1973 and again in February 1974.

The instrument was also given to the experimental ( Horace-Mann) and control (Farnsworth) junior high schools once in February 1974 to compare self concepts of junior high school students. Grades seven, eight and nine were used at Horace-Mann and grade nine at Farnsworth.

Use of this instrument is suggested by the authors to be more valid for research purposes than for diagnostic purposes. Norms are provided for the instrument with noted limitations for their application.

Results for the elementary schools are presented in Table III-J. When comparing these results with the normative data used in developing the instrument, the mean scores for all grades in both experimental and control schools (55.227 to 60.206) are considerably higher than the normative mean of 51.84. This may mean that the sample is different from the normative group, or that the self concepts are actually higher than average. Whichever is true, the mean scores indicate a rather positive, stable self concept for both experimental and control schools since on both the test and retest all grades in both schools showed consistently high, reliable scores. The positive differences of approximately three points for all groups from test to retest are within the expected

## Table III-J

### Piers-Harris Children's Self Concept Scale Results for Experimental and Control Schools in Grades 3-6, November 1973 and February 1974

| School | Grade | Month | Mean* | S.D. | N. |
|---|---|---|---|---|---|
| Grant | 3-6 | November 1973 | 57.403 | 10.936 | 300 |
| | 3 | November 1973 | 55.227 | ** | 35 |
| 1Wilson | 3,4,6 | November 1973 | 56.806 | 12.240 | 119 |
| | 3 | November 1973 | 56.103 | ** | 42 |
| Grant | 3-6 | February 1974 | 60.206 | 11.862 | 252 |
| | 3 | February 1974 | 58.368 | 12.604 | 38 |
| 1Wilson | 3,4,6, | February 1974 | 59.216 | 11.968 | 250 |
| | 3 | February 1974 | 59.105 | 11.507 | 85 |

* Possible scores: Highest 80; Lowest 0

** Not available

1 Control School

## Table III-K

### Piers-Harris Children's Self Concept Scale Results for Experimental and Control Schools in Grades 7-9, February 1974

| School | Grade | Mean | S.D. | N. |
|---|---|---|---|---|
| Horace-Mann | 7-9 | 48.930 | 17.134 | 231 |
| | 7 | 30.086 | 17.978 | 23 |
| | 8 | 50.958 | 16.237 | 96 |
| | 9 | 51.062 | 15.236 | 112 |
| 1Farnsworth | 9 | 57.043 | 10.300 | 183 |

1 Control School

group mean increases of five points for a test-retest situation. These results indicate that there are neither differences between the experimental and control groups for overall scores of all grades, nor for scores of third graders compared separately. This lack of difference persists for both test and retest results. No differences can therefore be attributed to the effects of the project.

Results for the junior high schools are presented in Table III-K. Although the results for grades seven - nine in the experimental school (Horace-Mann) are more similar to the scale normative mean of 51.84 with scores of 48.930 to 51.062, the control school mean of 57.043 (9th grade) is considerably higher than either the combined grade score of 48.930 or the grade nine score of 51.062 in the experimental school. (This difference may be affected somewhat by one considerably low score for the experimental school seventh grade of 30.086. Since this represents the score of only one class of seventh graders (N=23) the evaluators feel some type of error occured in administration and the results must be seriously questioned.) Disallowing the low seventh grade score does not alter the difference that exists in favor of the control school. Students at the control junior high school may have higher self concepts than do the students at the experimental junior high school since the respective scores tend to be at the upper and lower limits of stanine 5 in the scale norms. Since this was a single incident comparison any differences cannot be attributed to the effects of the project.

In summary, the data collected during the two years of the evaluation indicate progress toward achieving prime objective one. Students in the experimental schools reported more information on post-secondary educational opportunities than those in the control schools. A high level of use was reported for the career centers. Work attitude scores were similar for the experimental and control groups. The basic finding in this area was the persistance of attitude scores over the two years of the evaluation. Self concept scores were similarly positive for the experimental and control elementary schools and also appeared relatively stable. Possible self concept differences exist in favor of the control junior high school over the experimental junior high school, but both schools show positive results. The combination of positive work attitudes and positive self concepts should produce individuals who are open to alternatives and willing to explore several options.

Prime Objective II: Provision for Work Experience, Cooperative Education, and Similar Programs, Making Possible a Wide Variety of Offerings in Many Occupational Areas.

One of the major objectives in this area was the development of an extensive counseling program in grades seven, eight and nine which would identify those students who could best be served through vocational and technical education. The evaluators thought that the impacts of this program should be shown by student awareness of the cooperative education program, the extent of information they have received on LTI programs, and the amount of assistance they have received from guidance counselors. In addition, the results of the counseling program and the overall career education project should be reflected in the certainty of the participant's career choice. Table III-L reports the median responses for items in the Career Planning Survey related to these factors. Data for grades nine, ten and twelve during the 1972-73 and 1973-74 evaluations are reported.

A report of the specific responses on these items is given in Appendix A. The Career Planning Survey instruments was modified slightly for the third year of the evaluation so that responses could be placed directly on optical scan forms. Thus, the numbers of the items in Table III-L vary from one year to the next. However, the items remain the same.

## Information and Assistance Received from Guidance Counselors

One statistically significant difference was observed between the experimental and control groups in regard to the amount of information received from guidance counselors on Lakeshore Technical Institute programs. This difference was found during the 1972-73 evaluation in which females in grade nine in the experimental school reported significantly more information received than females in the control school. Although the medians vary between experimental and control groups during the two years of evaluation, none of these differences are statistically significant. However, some trends can be observed.

In both years of the evaluation there is a decrease in information reported as students go from grade nine to grade ten. An increase of information is reported in grade twelve. Comparing the two years of the evaluation there is a slight increase in information reported in grade nine in 1973-74. The control students report that they have received more information than in 1972-73. The boys in the experimental school report about the same amount of information and the girls in the experimental school report considerably less information. In grade twelve, the median response levels decrease for all four groups. The same is true at grade ten. Hence, with the exception of grade nine in the control school there appears to be less information on the LTI programs and courses during the 1973-74 evaluation year.

The medians in Table III-L for items 9(10) reveal a relatively low level of information received on LTI programs. Medians of 1.5 or less indicate that one-half of the students checked that they received "little information," which was the lowest response possible. Medians of 2.5 or less indicate that one-half or more of the students have checked "little" or "some information." Slightly more than one-half of the medians are below 1.5 and all are less than 2.0, which would indicate that a majority of the students have indicated that they received "little" or "some information." Few indicated that they received all of the information they needed.

The amount of assistance provided in making career choices provided by guidance counselors is also given in Table III-H. The data summarized in the table are based on the responses to item 10(11) in the Career Planning Survey. No statistically significant differences were observed in the response patterns in either the second or third year of the evaluation.

Some trends are evident in the data. The amount of assistance reported in grade twelve is more than that in either grades nine or ten. No systematic changes are evident between years of the evaluation. Six of the medians reported in 1973-74 are slightly larger than those observed in 1972-73. And, six are slightly smaller.

The response scale for item 10(11) ranged from "none" to "enough to meet my needs." Responses of "none" were coded 1 and responses of "enough" were coded 3. The "some" response was coded 2. Thus, medians of 1.5 or less indicate that on-half of the responders selected the "none" response. Medians of 2.5 or less indicated that 50% or more of the responses were "none" or "some." All medians reported in Table III-H for this item were less than 2.5 and several were less than 1.5. These medians indicated that a majority of the responders felt a need for additional assistance.

## Table III-L

## Summary of Median Responses on Information and Career Selection Assistance by Guidance Counselors in Secondary Schools

| 73 Form<br>Item | Year | E/C# | Grade Level<br>9<br>M | <br><br>F | <br>10<br>M | <br><br>F |
|---|---|---|---|---|---|---|
| 9. (10) Amount of information received from guidance counselors on LTI. | 1972-73 | E | 1.53 | 1.96 | 1.28 | 1.1 |
| | | C | 1.21 | 1.34 | 1.36 | 1.1 |
| | 1973-74 | E | 1.59 | 1.48 | 1.09 | 1.1 |
| | | C | 1.76 | 1.54 | 1.14 | 1.0 |
| 10. (11) Amount assistance provided by guidance counselors in selecting career. | 1972-73 | E | 1.23 | 1.34 | 1.37 | 1.4 |
| | | C | 1.47 | 1.59 | 1.42 | 1.3 |
| | 1973-74 | E | 1.29 | 1.33 | 1.20 | 1.3 |
| | | C | 1.50 | 1.42 | 1.37 | 1.3 |

Response Scale for Item 9(10)
1.= Little
2.= Some
3.= Considerable
4.= All needed

Response Sc
1. None
2. Some
3. Enough

Table III-L
of Median Responses on Information and Career Selection
sistance by Guidance Counselors in Secondary Schools

| | Year | E/C# | Grade Level<br>9 | | 10 | | 12 | |
|---|---|---|---|---|---|---|---|---|
| | | | M | F | M | F | M | F |
| on<br>nce | 1972-73 | E | 1.53 | 1.96 | 1.28 | 1.12 | 1.81 | 1.79 |
| | | C | 1.21 | 1.34 | 1.36 | 1.19 | 1.35 | 1.81 |
| | 1973-74 | E | 1.59 | 1.48 | 1.09 | 1.10 | 1.46 | 1.62 |
| | | C | 1.76 | 1.54 | 1.14 | 1.08 | 1.33 | 1.55 |
| e<br>ting | 1972-73 | E | 1.23 | 1.34 | 1.37 | 1.49 | 1.96 | 1.94 |
| | | C | 1.47 | 1.59 | 1.42 | 1.35 | 1.79 | 1.91 |
| | 1973-74 | E | 1.29 | 1.33 | 1.20 | 1.37 | 1.85 | 2.08 |
| | | C | 1.50 | 1.42 | 1.37 | 1.38 | 2.03 | 2.00 |

(10)

Response Scale for Item 10(11)

1. None
2. Some
3. Enough to meet my needs

In summary, the data reported in Table III-L indicate a need for more information on the LTI programs and additional assistance in selecting careers. Little change is found in response patterns between experimental and control schools and between years in the evaluation.

## Career Choice

Table III-M reports the summary of the response to the item on certainty of career choice. The response scale for this item awarded 1 point for a response which said the student was "completely undecided" and a 5 for the response of "very certain." Responses of "quite undecided," "somewhat undecided" and "quite certain" were coded 2, 3, and 4, respectively. Therefore, medians of 4.5 or larger would indicate that a majority of the students had indicated that their career choices were "very certain."

Medians of 3.5 and larger would indicate that a majority of the students were "quite certain" or "very certain." Medians less than 3.5 indicate that a majority of the students responding were at least somewhat undecided in regard to their career choice.

The medians reported in Table III-M contain no statistically significant differences between experimental and control groups and between years twelve of the fourteen comparison favor the experimental groups. All of the medians range between 2.95--3.80. More than two-thirds of the medians are less than 3.5. These medians indicate that most students are at least somewhat undecided about their career choice at each of the grade levels reported. Moreover, about 20% of the students in both the experimental and control schools in grade twelve reported that they were completely or quite undecided on their career choice.

A review of the medians in the table indicate that the ninth grade students report that they are more certain of their career choice than students in tenth grade. Certainty of career choice increases slightly from grade ten to grade twelve.

## LTI Students

Table III-N presents the summary of the statistics from the LTI sample on the questions in the Career Planning Survey related to information received on LTI and post-secondary programs while in high school and the certainty of career choice. The low median (most less than 2.5) on items 13(11) and 15(13) indicated that LTI students thought that the information they received while in high school was less than enough. However, the response pattern on item 20(18) suggests that the adequacy was rated somewhat higher.

The level of certainty of career choice (item 22(20)) indicated that most LTI students were certain or very certain of their career choice. Students in degree programs tended to be somewhat less sure of their choice.

It would appear that there is a relatively large amount of uncertainty concerning career choice. However, the uncertainty reported may reflect more the developmental status of the individual rather than the lack of information and assistance. Follow-up studies should be done to determine whether the degree of uncertainty reported actually impairs later career decision making of the individuals in this study.

## Awareness of Cooperative Education Programs

Another sub-objective under Prime Objective II was to provide work experience programs for high school students and to enable post-secondary students to continue

## Table III-M

### Summary of Median Responses Related to Certainty of Career Choice

| Item | Year | E/C# | Grade Level 9 | | 10 | | 11 | |
|---|---|---|---|---|---|---|---|---|
| | | | M | F | M | F | M | |
| 15. Certainty of Career Choice (5 = Very Certain 1 = completely undecided) | 1972-73 | E | 3.48 | 3.40 | 3.29 | 3.15 | - | |
| | | C | 3.29 | 3.36 | 2.95 | 3.24 | - | |
| 16. Certainty of Career Choice | 1973-74 | E | 3.25 | 3.80 | 3.14 | 3.32 | 3.21 | 3. |
| | | C | 3.24 | 3.52 | 2.97 | 3.27 | 3.10 | 3. |

#E = experimental
C = control

Table III-M

ry of Median Responses Related to Certainty of Career Choice

| | Year | E/C# | Grade 9 | | 10 | | Level 11 | | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | M | F | M | F | M | F |
| in | 1972-73 | E | 3.48 | 3.40 | 3.29 | 3.15 | - | - | 3.23 | 3.66 |
| | | C | 3.29 | 3.36 | 2.95 | 3.24 | - | - | 3.15 | 3.30 |
| | 1973-74 | E | 3.25 | 3.80 | 3.14 | 3.32 | 3.21 | 3.36 | 3.52 | 3.22 |
| | | C | 3.24 | 3.52 | 2.97 | 3.27 | 3.10 | 3.31 | 3.07 | 3.66 |

## Table III-N

### Summary of Median Responses for LTI Students on Selected Career Planning Survey Items

| Item | Item No.* | Program | 1972-73 LTI | | Item No.* | Program |
|---|---|---|---|---|---|---|
| | | | M | F | | |
| Amount of information received from general education instructors on LTI | 13. | Dp | 1.50 | 1.23 | 11. | Dp |
| | | De | 1.32 | 1.28 | | De |
| Amount of information received from guidance counselors on LTI | 15. | Dp | 2.81 | 1.83 | 13. | Dp |
| | | De | 1.95 | 2.43 | | De |
| Degree to which information received on post-high school education was adequate (High score indicates insufficient information | 20. | Dp | 2.27 | 2.77 | 18. | Dp |
| | | De | 2.77 | 2.37 | | De |
| Certainty of career choice (5 = certain) | 22. | Dp | 4.11 | 3.78 | 20. | Dp |
| | | De | 3.8 | 4.05 | | De |

Scale = On items 13 and 15 the scale value of 1 is low.
@ = Not enough students in sample for meaningful statistics.

## Table III-N

## Summary of Median Responses for LTI Students on Selected Career Planning Survey Items

| | Item No.* | Program | 1972-73 LTI | | Item No.* | Program | 1973-74 LTI | |
|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F |
| tion<br>eral edu-<br>s on LTI | 13. | Dp | 1.50 | 1.23 | 11. | Dp | @ | 1.350 |
| | | De | 1.32 | 1.28 | | De | 1.183 | 1.277 |
| tion<br>dance | 15. | Dp | 2.81 | 1.83 | 13. | Dp | @ | 2.250 |
| | | De | 1.95 | 2.43 | | De | 1.431 | 1.785 |
| nforma-<br>post-high<br>was ade-<br>indicates<br>rmation | 20. | Dp | 2.27 | 2.77 | 18. | Dp | @ | 1.350 |
| | | De | 2.77 | 2.37 | | De | 1.767 | 1.863 |
| er<br>dn) | 22. | Dp | 4.11 | 3.78 | 20. | Dp | @ | 4.040 |
| | | De | 3.8 | 4.05 | | De | 3.638 | 3.750 |

13 and 15 the scale value of 1 is low.
udents in sample for meaningful statistics.

to participate in cooperative education programs. The data in Table III-O reflect the secondary school students' awareness of the cooperative education program in the Sheboygan Public School system.

During the 1972-73 evaluation about 50% of the students in the experimental school were aware that a cooperative education program was available to them. Slightly more than 50% of the students in the control groups were aware of this program. In 1973-74 about 50% of the experimental students again reported that they were aware of the cooperative education program. However, during this year of the evaluation, less than 50% of the control group students reported that they were aware of the program. No systematic growth in awareness was observed between grade levels. In other words, twelfth grade students did not report more awareness of the cooperative education program.

Prime Objective IV: Provision for Intensive Occupational Guidance and Counseling During Last Years of School and for Initial Placement of All Students at the Completion of Their School.

The data reported for objective II also relates to this objective, especially the statistics reported for grades eleven and twelve. Thus, the reader should also review that discussion as well as the additional information presented in this section of the report. A review of the data presented for objective II reveals that a majority of the students in grade twelve indicated that they could utilize more information on the programs at Lakeshore Technical Institute and could use more assistance from guidance counselors in selecting their careers. In grade twelve, 20% of the students in the control and experimental schools were completely or quite undecided of their career choice. A majority of students reported some uncertainty in their career choice.

The third party evaluators also thought that the impact of an intensive occupational guidance and counseling program should be reflected in the post-secondary educational plans of the students in grades nine through twelve.

Table III-P presents the response patterns on the question related to the students' future educational plans. The item was changed somewhat in the Career Planning Survey utilized during the third year of the evaluation. This may have caused, as will be noted later, the one obvious change in response pattern. Interest in attending a four year college increased in the experimental group between the two years in the evaluation. During the 1973-74 year there was a marked increase in the plans reported by girls in grade twelve to attend LTI. The percentage increased from 14.3% to 33.3% in the control school.

The percentage of students indicating plans to attend another vocational-technical institute in Wisconsin increased from 4% in 1972-73 to approximately 13% in 1973-74. Similarly, the plans of twelfth grade students to atten a two year college increased slightly in the third year of the evaluation. In general, there appeared to be a trend for increased interest in attending post-secondary institutions in the third year of the evaluation.

There would also appear to be a significant change in the number of students reporting no future educational plan during the third year of the evaluation. However, it is the feeling of the evaluators that this response pattern was caused by a change in the career planning instrument in the third year of the evaluation rather than being a true indication of the students' future educational plans.

Another trend which is apparent in the response patterns during the two years of the evaluation is the increased interest in attending LTI reported by

Table III-0

Student Awareness of Cooperative Education Programs

| Year | Group E/C# | Response | Grade Level 9 M | 9 F | 10 M | 10 F | 11 M | 11 F | M |
|---|---|---|---|---|---|---|---|---|---|
| 1972-73 | E | Yes | 50.6@ | 53.5 | 58.1 | 46.6 | - | - | 44.9 |
| | | No | 49.3 | 46.5 | 41.8 | 53.3 | - | - | 55.0 |
| | | Omit | 0 | 0 | 0 | 0 | - | - | 0 |
| | C | Yes | 61.8 | 69.8 | 65.2 | 63.6 | - | - | 42.4 |
| | | No | 38.1 | 30.1 | 34.7 | 30.3 | - | - | 57.5 |
| | | Omit | 0 | 0 | 0 | 6.1 | - | - | 0 |
| 1973-74 | E | Yes | 50.7 | 57.6 | 36.5 | 51.0 | 65.3 | 68.8 | 41.3 |
| | | No | 38.8 | 38.0 | 60.2 | 48.9 | 34.6 | 31.1 | 56. |
| | | Omit | 10.5 | 4.4 | 3.3 | 0 | 0 | 0 | 2.7 |
| | C | Yes | 34.6 | 42.5 | 36.1 | 20.9 | 48.8 | 50.0 | 59.3 |
| | | No | 65.3 | 47.4 | 63.8 | 79.0 | 51.1 | 47.0 | 39. |
| | | Omit | 0 | 10.1 | 0 | 0 | 0 | 3.0 | 1.7 |

#E = Experimental
C = Control

* Yes response indicates that information had been received on Coop Education program.
@ Percentage

## Table III-0

## Student Awareness of Cooperative Education Programs

| | Grade Level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 9 | | 10 | | 11 | | 12 | |
| Response | M | F | M | F | M | F | M | F |
| Yes | 50.6[@] | 53.5 | 58.1 | 46.6 | - | - | 44.9 | 51.5 |
| No | 49.3 | 46.5 | 41.8 | 53.3 | - | - | 55.0 | 48.4 |
| Omit | 0 | 0 | 0 | 0 | - | - | 0 | 0 |
| Yes | 61.8 | 69.8 | 65.2 | 63.6 | - | - | 42.4 | 52.0 |
| No | 38.1 | 30.1 | 34.7 | 30.3 | - | - | 57.5 | 47.9 |
| Omit | 0 | 0 | 0 | 6.1 | - | - | 0 | 0 |
| Yes | 50.7 | 57.6 | 36.5 | 51.0 | 65.3 | 68.8 | 41.3 | 62.7 |
| No | 38.8 | 38.0 | 60.2 | 48.9 | 34.6 | 31.1 | 56. | 37.2 |
| Omit | 10.5 | 4.4 | 3.3 | 0 | 0 | 0 | 2.7 | 0 |
| Yes | 34.6 | 42.5 | 36.1 | 20.9 | 48.8 | 50.0 | 59.3 | 48.6 |
| No | 65.3 | 47.4 | 63.8 | 79.0 | 51.1 | 47.0 | 39. | 51.3 |
| Omit | 0 | 10.1 | 0 | 0 | 0 | 3.0 | 1.7 | 0 |

tes that information had been received on Coop Education program.

## Table III-P

### Post-Secondary Educational Plans of Students in Grades 9-12

| Year | Future Education Plans | Grade 9 | | | | Grade 10 | | | | Grade 11 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | E | | C | | E | | C | | E | | C |
| | | M | F | M | F | M | F | M | F | M | F | M |
| | | # | | | | | | | | | | |
| 1972-73 | None | 18.5 | 19.7 | 9.1 | 10.7 | 26.4 | 25.3 | 16.7 | 13.6 | - | - | - |
| | Work & Even. Courses | 3.7 | 6.6 | 11.7 | 6.0 | 5.7 | 9.3 | 8.3 | 6.1 | - | - | - |
| | Enroll in LTI | 7.4 | 7.9 | 10.4 | 10.8 | 18.4 | 9.3 | 12.5 | 19.7 | - | - | - |
| | Enroll in V-T | 7.4 | 6.6 | 2.6 | 1.2 | 2.3 | 0 | 2.8 | 1.5 | - | - | - |
| | Enroll in Priv. Trade School | 6.2 | 1.3 | 2.6 | 2.4 | 1.1 | 2.7 | 6.9 | 1.5 | - | - | - |
| | Enroll in 2 yr. College | 12.3 | 18.4 | 19.5 | 22.6 | 4.6 | 8.0 | 9.7 | 10.6 | - | - | - |
| | Enroll in 4 yr. College | 21.0 | 30.3 | 33.8 | 31.0 | 29.9 | 30.7 | 26.4 | 28.8 | - | - | - |
| | N | 81 | 76 | 77 | 84 | 87 | 75 | 72 | 66 | - | - | - |
| | | # | | | | | | | | | | |
| 1973-74 | None | 36.9 | 33.3 | 30.1 | 49.3 | 51.6 | 41.0 | 40.4 | 42.5 | 44.2 | 47.6 | 53.4 |
| | Work & Even. Courses | 20.0 | 8.9 | 9.4 | 5.4 | 10.0 | 10.7 | 11.9 | 6.3 | 15.3 | 9.5 | 4.6 |
| | Enroll in LTI | 15.3 | 26.9 | 26.4 | 19.1 | 18.3 | 33.9 | 16.6 | 19.1 | 28.8 | 23.8 | 11.6 |
| | Enroll in V-T | 12.3 | 16.6 | 11.3 | 16.4 | 11.6 | 12.5 | 14.2 | 17.0 | 5.7 | 9.5 | 18.6 |
| | Enroll in Priv. Trade School | 15.3 | 14.1 | 22.6 | 9.5 | 8.3 | 1.7 | 16.6 | 14.8 | 5.7 | 9.5 | 11.6 |
| | Enroll in 2 yr. College | 12.9 | 18.1 | 16.6 | 17.2 | 9.2 | 9.0 | 20.0 | 13.3 | 7.8 | 11.8 | 20.0 |
| | Enroll in 4 yr. College | 22.5 | 32.9 | 36.3 | 33.3 | 38.1 | 41.5 | 25.0 | 17.7 | 50.0 | 44.0 | 27.5 |
| | N | 65 | 78 | 53 | 73 | 60 | 56 | 42 | 47 | 52 | 42 | 43 |

# = percent. The percentages reported for a group may exceed 100% since more than one

## Table III-P

## Post-Secondary Educational Plans of Students in Grades 9-12

| n | Grade 9 | | | | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E | | C | | E | | C | | E | | C | | E | | C | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | # | | | | | | | | | | | | | | | |
| | 18.5 | 19.7 | 9.1 | 10.7 | 26.4 | 25.3 | 16.7 | 13.6 | - | - | - | - | 20.0 | 22.4 | 9.7 | 16.3 |
| ven. | 3.7 | 6.6 | 11.7 | 6.0 | 5.7 | 9.3 | 8.3 | 6.1 | - | - | - | - | 10.0 | 8.9 | 9.7 | 4.1 |
| n LTI | 7.4 | 7.9 | 10.4 | 10.8 | 18.4 | 9.3 | 12.5 | 19.7 | - | - | - | - | 17.3 | 17.9 | 9.8 | 14.3 |
| n V-T | 7.4 | 6.6 | 2.6 | 1.2 | 2.3 | 0 | 2.8 | 1.5 | - | - | - | - | 4.5 | 1.5 | 2.8 | 6.1 |
| n Priv.<br>chool | 6.2 | 1.3 | 2.6 | 2.4 | 1.1 | 2.7 | 6.9 | 1.5 | - | - | - | - | 3.6 | 0 | 4.2 | 2.0 |
| n 2 yr. | 12.3 | 18.4 | 19.5 | 22.6 | 4.6 | 8.0 | 9.7 | 10.6 | - | - | - | - | 7.3 | 10.4 | 6.9 | 14.3 |
| n 4 yr. | 21.0 | 30.3 | 33.8 | 31.0 | 29.9 | 30.7 | 26.4 | 28.8 | - | - | - | - | 23.6 | 20.9 | 33.3 | 24.5 |
| N | 81 | 76 | 77 | 84 | 87 | 75 | 72 | 66 | - | - | - | - | 110 | 68 | 72 | 49 |
| | # | | | | | | | | | | | | | | | |
| | 36.9 | 33.3 | 30.1 | 49.3 | 51.6 | 41.0 | 40.4 | 42.5 | 44.2 | 47.6 | 53.4 | 32.3 | 38.0 | 61.1 | 47.0 | 33.3 |
| ven. | 20.0 | 8.9 | 9.4 | 5.4 | 10.0 | 10.7 | 11.9 | 6.3 | 15.3 | 9.5 | 4.6 | 17.6 | 11.9 | 16.6 | 11.7 | 18.5 |
| n LTI | 15.3 | 26.9 | 26.4 | 19.1 | 18.3 | 33.9 | 16.6 | 19.1 | 28.8 | 23.8 | 11.6 | 26.4 | 23.8 | 11.1 | 9.8 | 33.3 |
| n V-T | 12.3 | 16.6 | 11.3 | 16.4 | 11.6 | 12.5 | 14.2 | 17.0 | 5.7 | 9.5 | 18.6 | 11.7 | 16.6 | 11.1 | 19.6 | 11.1 |
| n Priv.<br>chool | 15.3 | 14.1 | 22.6 | 9.5 | 8.3 | 1.7 | 16.6 | 14.8 | 5.7 | 9.5 | 11.6 | 11.7 | 9.5 | 0 | 11.7 | 3.7 |
| n 2 yr. | 12.9 | 18.1 | 16.6 | 17.2 | 9.2 | 9.0 | 20.0 | 13.3 | 7.8 | 11.8 | 20.0 | 18.1 | 13.1 | 13.8 | 21.1 | 16.1 |
| n 4 yr. | 22.5 | 32.9 | 36.3 | 33.3 | 38.1 | 41.5 | 25.0 | 17.7 | 50.0 | 44.0 | 27.5 | 6.0 | 44.2 | 38.8 | 26.9 | 32.2 |
| N | 65 | 78 | 53 | 73 | 60 | 56 | 42 | 47 | 52 | 42 | 43 | 34 | 42 | 36 | 51 | 27 |

ercentages reported for a group may exceed 100% since more than one choice could be made.

the students at all grade levels. For example, during the last year of the evaluation 15.3% of the boys and 26.9% of the girls in ninth grade reported plans to attend LTI. During the prior year of the evaluation, the percentages were 7.4% and 7.9% respectively. In grade twelve during 1973-74 evaluation 23.8% of the boys and 11.1% of the girls in the experimental school reported plans to attend LTI. During the 1972-73 year the percentages were 17.3% and 17.9% respectively. In grade twelve there was an increase in the percentage of boys indicating plans to attend LTI and a decrease in the percentage of girls.

Because of a change in the Area Planning Survey instrument during the last year of the evaluation, it is difficult to assess changes in the students' future educational plans. There appears to be a slight increase in the number of high school seniors specifying an interest in going on to post-secondary education during the third year of the evaluation. Also, there appears to be a relatively high degree of uncertainty in relation to career choice at the secondary school level. LTI are much more certain of their career choices.

## TEACHER RESULTS

### Attitudes Toward Sixteen Career Education Concepts

All staff members were asked in Section A of the questionnaire to rank the degree of importance of sixteen concepts of career education. This questionnaire was administered in 1973 and again in 1974. As was true in 1973, few significant differences existed in 1974 between the pilot and control schools. Pilot school females at the elementary and junior high levels tended to be more positive than their control school counterparts. Another change did occur in 1974 that the pilot school mean scores tended to be higher than the control schools, which was a reversal from 1973. Mean responses for 1974 tended to be toward Very Important (64), number 4 on a 5 point scale, which was similar to 1973. This indicates that the staff members' positive attitudes toward the sixteen career education concepts remained stable over the two years. (See Table III-O)

### Attitudes Toward Career Education

All staff members were asked in Section B of the questionnaire to respond how they felt about statements related to career education practices by ranking their level of agreement. This was administered in both 1973 and 1974. No significant differences were found between control and pilot schools in 1973, and a similar finding was true for males in 1974. All pilot school females in 1974, tended to have higher agreement than did control school females. Overall, both pilot and control schools' level of agreement with career education practices tended to be higher in 1974 than in 1973 (See Table III-R)

### Activities Related to Career Education

Teachers were asked in one section of the questionnaire (1973 Section D, 1974 Section C) to list the number of times they had been involved in career education types of activities such as speakers in classes, curriculum planning, use of career information in classes, field trips, career games and personal discussions with students. In 1973 teachers in both pilot and control schools reported involvement in at least some activities, with the only major difference existing in the elementary schools where the pilot school teachers reported almost twice as many activities as did the control school. In 1974 all pilot schools reported more involvement than did control schools, in career education activities, but the difference at the elementary level was reduced due to an increase in activities at the control school. Little change was noted for control schools at the other levels from 1973 to 1974, but all pilot school levels reported an increase in activities from 1973 to 1974, with a general decrease in activities from the elementary to post secondary levels. (See Table III-S)

### Activities Related to Articulation

Teachers were asked to list the number of times they had been involved in articulation activities with other schools in the Sheboygan area. In 1973 no significant differences were found between pilot and control schools. In 1974 also, few differences existed between the pilot and control schools, but there was a general decrease from 1973 in the number of activities reported by the

142

## Table III-Q

## Attitudes Toward Sixteen Career Education Concepts-1973 & 1974

### Section A

| | | Male | | | | | Female | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. |
| Grant | 1973 | 5 | 59.200 | 7.054 | .77513 | | 17 | 59.235 | 5.95 |
| | 1974 | 2 | 61.000 | 4.000 | .56666 | | 10 | 63.400 | 9.42 |
| [1] Wilson | 1973 | 7 | 63.428 | 6.966 | .91864 | | 18 | 57.944 | 12.68 |
| | 1974 | 6 | 66.166 | 9.668 | .92307 | | 10 | 58.600 | 12.84 |
| Horace-Mann | 1973 | 25 | 59.280 | 8.007 | .81759 | | 17 | 59.470 | 8.00 |
| | 1974 | 20 | 56.550 | 13.672 | .97128 | | 14 | 60.571 | 3.04 |
| [1] Farnsworth | 1973 | 28 | 62.392 | 5.150 | .71842 | | 14 | 65.857 | 7.75 |
| | 1974 | 26 | 54.730 | 14.397 | .94605 | | 9 | 43.888 | 24.61 |
| North | 1973 | 58 | 62.706 | 15.017 | .96897 | | 21 | 59.476 | 14.53 |
| | 1974 | 40 | 64.200 | 11.764 | .95785 | | 15 | 60.266 | 7.65 |
| [1] South | 1973 | 34 | 64.882 | 7.074 | .89084 | | 17 | 61.941 | 7.66 |
| | 1974 | 26 | 62.307 | 5.089 | .80729 | | 13 | 59.230 | 8.33 |
| LTI-Sheboygan | 1973 | 21 | 64.714 | 7.709 | .84408 | | 14 | 61.285 | 4.69 |
| | 1974 | 18 | 64.944 | 8.316 | .90620 | | 11 | 61.636 | 7.73 |

[1] Control Schools

[2] Maximum mean score is 66

## Table III-Q

## ttitudes Toward Sixteen Career Education Concepts-1973 & 1974

### Section A

| Male | | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| N | Mean$^2$ | S.D. | Rel. Coef. | | N | Mean$^2$ | S.D. | Rel. Coef. |
| 5 | 59.200 | 7.054 | .77513 | | 17 | 59.235 | 5.956 | .79302 |
| 2 | 61.000 | 4.000 | .56666 | | 10 | 63.400 | 9.425 | .90025 |
| 7 | 63.428 | 6.966 | .91864 | | 18 | 57.944 | 12.681 | .93744 |
| 6 | 66.166 | 9.668 | .92307 | | 10 | 58.600 | 12.846 | .92900 |
| 25 | 59.280 | 8.007 | .81759 | | 17 | 59.470 | 8.000 | .86244 |
| 20 | 56.550 | 13.672 | .97128 | | 14 | 60.571 | 3.040 | .00354 |
| 28 | 62.392 | 5.150 | .71842 | | 14 | 65.857 | 7.753 | .91405 |
| 26 | 54.730 | 14.397 | .94605 | | 9 | 43.888 | 24.610 | .98526 |
| 58 | 62.706 | 15.017 | .96897 | | 21 | 59.476 | 14.532 | .96458 |
| 40 | 64.200 | 11.764 | .95785 | | 15 | 60.266 | 7.654 | .87136 |
| 34 | 64.882 | 7.074 | .89084 | | 17 | 61.941 | 7.665 | .87358 |
| 26 | 62.307 | 5.089 | .80729 | | 13 | 59.230 | 8.331 | .89552 |
| 21 | 64.714 | 7.709 | .84408 | | 14 | 61.285 | 4.696 | .66407 |
| 18 | 64.944 | 8.316 | .90620 | | 11 | 61.636 | 7.737 | .89144 |

re is 66

## Table III-R

## Attitudes Toward Career Education-1973 & 1974

### Section B

| | | Male | | | | | Female | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D |
| Grant | 1973 | 5 | 60.800 | 8.565 | .90846 | | 17 | 56.000 | 14.7 |
| | 1974 | 2 | 35.000 | 35.000 | .99471 | | 10 | 69.300 | 5.3 |
| Wilson[1] | 1973 | 7 | 59.285 | 5.229 | .76417 | | 18 | 58.055 | 8.5 |
| | 1974 | 6 | 66.666 | 4.229 | -.47602 | | 10 | 67.700 | 10.0 |
| Horace-Mann | 1973 | 25 | 57.120 | 12.700 | .94630 | | 17 | 55.058 | 7.1 |
| | 1974 | 20 | 63.400 | 17.115 | .95521 | | 14 | 65.571 | 5.9 |
| Farnsworth[1] | 1973 | 28 | 54.714 | 6.413 | .78623 | | 14 | 58.571 | 6.9 |
| | 1974 | 26 | 62.923 | 14.530 | .93558 | | 9 | 57.555 | 21.8 |
| North | 1973 | 58 | 55.724 | 6.725 | .69716 | | 21 | 54.142 | 13.5 |
| | 1974 | 40 | 66.400 | 13.429 | .89903 | | 15 | 67.333 | 5.1 |
| South[1] | 1973 | 34 | 57.411 | 5.714 | .60974 | | 17 | 53.764 | 11.1 |
| | 1974 | 26 | 67.115 | 7.991 | .69983 | | 13 | 62.153 | 8.8 |
| LTI-Sheboygan | 1973 | 21 | 58.238 | 6.746 | .69956 | | 14 | 59.000 | 5.6 |
| | 1974 | 18 | 68.555 | 6.220 | .57408 | | 11 | 72.727 | 4.6 |

[1] Control Schools

[2] Maximum mean score is 80

## Table III-R

## Attitudes Toward Career Education-1973 & 1974

## Section B

| Male | | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. | Rel. Coef. |
| 5 | 60.800 | 8.565 | .90846 | | 17 | 56.000 | 14.736 | .94596 |
| 2 | 35.000 | 35.000 | .99471 | | 10 | 69.300 | 5.367 | .69100 |
| 7 | 59.285 | 5.229 | .76417 | | 18 | 58.055 | 8.514 | .83629 |
| 6 | 66.666 | 4.229 | -.47602 | | 10 | 67.700 | 10.090 | .75864 |
| 25 | 57.120 | 12.700 | .94630 | | 17 | 55.058 | 7.182 | .71664 |
| 20 | 63.400 | 17.115 | .95521 | | 14 | 65.571 | 5.984 | .59441 |
| 28 | 54.714 | 6.413 | .78623 | | 14 | 58.571 | 6.976 | .84215 |
| 26 | 62.923 | 14.530 | .93558 | | 9 | 57.555 | 21.858 | .97229 |
| 58 | 55.724 | 6.725 | .69716 | | 21 | 54.142 | 13.576 | .93779 |
| 40 | 66.400 | 13.429 | .89903 | | 15 | 67.333 | 5.198 | .36646 |
| 34 | 57.411 | 5.714 | .60974 | | 17 | 53.764 | 11.138 | .89584 |
| 26 | 67.115 | 7.991 | .69983 | | 13 | 62.153 | 8.865 | .77852 |
| 21 | 58.238 | 6.746 | .69956 | | 14 | 59.000 | 5.669 | .67657 |
| 18 | 68.555 | 6.220 | .57408 | | 11 | 72.727 | 4.633 | .39204 |

s
core is 80

## Table III-S

## Activities Related to Career Education-1973 & 1974

## Section C (Section D 1973)

| | | Male | | | | | Female | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. |
| Grant | 1973 | 5 | 23.200 | 11.720 | .84391 | | 17 | 24.294 | 10.92 |
| | 1974 | 2 | 27.000 | 8.000 | .90527 | | 10 | 29.700 | 9.27 |
| [1] Wilson | 1973 | 7 | 13.571 | 5.576 | .84301 | | 18 | 13.111 | 7.21 |
| | 1974 | 6 | 20.833 | 10.334 | .83797 | | 10 | 16.300 | 5.62 |
| Horace-Mann | 1973 | 25 | 14.360 | 5.019 | .59794 | | 17 | 13.529 | 5.47 |
| | 1974 | 20 | 19.200 | 10.196 | .87691 | | 14 | 15.785 | 8.51 |
| [1] Farnsworth | 1973 | 28 | 13.928 | 4.487 | .62435 | | 14 | 12.285 | 2.24 |
| | 1974 | 26 | 13.192 | 5.540 | .78585 | | 9 | 12.000 | 7.87 |
| North | 1973 | 58 | 17.931 | 7.519 | .75044 | | 21 | 14.428 | 6.95 |
| | 1974 | 40 | 16.600 | 7.116 | .76266 | | 15 | 15.866 | 4.86 |
| [1] South | 1973 | 34 | 14.382 | 5.504 | .68808 | | 17 | 16.176 | 7.11 |
| | 1974 | 26 | 14.384 | 5.595 | .66199 | | 13 | 11.923 | 6.88 |
| LTI-Sheboygan | 1973 | 21 | 15.714 | 7.098 | .72003 | | 14 | 12.571 | 5.90 |
| | 1974 | 18 | 15.222 | 3.675 | .17019 | | 11 | 16.000 | 4.53 |

[1] Control Schools
[2] Maximum mean score is 99

Table III-S

## Activities Related to Career Education-1973 & 1974

Section C (Section D 1973)

| Male |  |  |  |  | Female |  |  |  |
|---|---|---|---|---|---|---|---|---|
| N | Mean$^2$ | S.D. | Rel. Coef. |  | N | Mean$^2$ | S.D. | Rel. Coef. |
| 5 | 23.200 | 11.720 | .84391 |  | 17 | 24.294 | 10.920 | .87642 |
| 2 | 27.000 | 8.000 | .90527 |  | 10 | 29.700 | 9.274 | .77642 |
| 7 | 13.571 | 5.576 | .84301 |  | 18 | 13.111 | 7.210 | .83994 |
| 6 | 20.833 | 10.334 | .83797 |  | 10 | 16.300 | 5.622 | .68902 |
| 25 | 14.360 | 5.019 | .59794 |  | 17 | 13.529 | 5.478 | .70607 |
| 20 | 19.200 | 10.196 | .87691 |  | 14 | 15.785 | 8.511 | .86175 |
| 28 | 13.928 | 4.487 | .62435 |  | 14 | 12.285 | 2.249 | .21320 |
| 26 | 13.192 | 5.540 | .78585 |  | 9 | 12.000 | 7.874 | .92428 |
| 58 | 17.931 | 7.519 | .75044 |  | 21 | 14.428 | 6.952 | .84203 |
| 40 | 16.600 | 7.116 | .76266 |  | 15 | 15.866 | 4.869 | .61310 |
| 34 | 14.382 | 5.504 | .68808 |  | 17 | 16.176 | 7.114 | .80721 |
| 26 | 14.384 | 5.595 | .66199 |  | 13 | 11.923 | 6.888 | .88456 |
| 21 | 15.714 | 7.098 | .72003 |  | 14 | 12.571 | 5.900 | .75703 |
| 18 | 15.222 | 3.675 | .17019 |  | 11 | 16.000 | 4.532 | .45615 |

ore is 99

teachers at all levels except at the elementary level where there is a definite increase in both pilot and control schools. Reported activities for all schools for both years are in the range of five to nine activities with the pilot elementary school the highest in 1974 (See Table III-T).

## Effect of Project on Teachers

Teachers were asked to rank several statements regarding the effect of the project on them or their students. Included were areas such as the Career Information Center, course content and methods, parental interest, students seeking assistance, use of resource people and the role of the Guidance Department. In 1973 teachers in all pilot schools were in more agreement about the positive effects of the project than were teachers in the control schools. In 1974 this same trend continued but the differences between pilot schools and control schools were reduced because control school means increased while pilot school means remained more static. Apparently the control schools were being influenced significantly by the project activities (See Table III-U).

## Elementary Teacher Classroom Activities Related to Career Education

Elementary teachers were asked to identify special career education activities they used in their classrooms. These activities were especially designed to involve students (See Elementary Teacher Questionnaire, Section C 1973 and Section F 1974). In 1973 and 1974 there was a significant difference between the number of activities reported in the pilot and control elementary schools with the pilot school reporting more activities. Both pilot and control schools increased at the same rate from 1973 to 1974 with an increase of approximately twelve activities each. The pilot schools utilized about 25% more activities than did the control school. (See Table III-V)

## Table III-T

## Activities Related to Articulation - 1973, 1974
Section D (Section E 1973)

| | | Male | | | | | | Female | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. |
| Grant | 1973 | 5 | 7.00 | 7.01 | .892 | | 17 | 6.35 | 5.21 |
| | 1974 | 2 | 9.00 | 3.00 | .800 | | 10 | 9.30 | 4.58 |
| [1]Wilson | 1973 | 7 | 6.14 | 2.42 | .797 | | 18 | 5.56 | 3.17 |
| | 1974 | 6 | 8.17 | 2.85 | .663 | | 10 | 6.50 | 1.28 |
| Horace-Mann | 1973 | 25 | 6.20 | 3.06 | .799 | | 17 | 7.24 | 3.93 |
| | 1974 | 20 | 5.90 | 3.33 | .822 | | 14 | 6.71 | 2.84 |
| [1]Farnsworth | | | | | | | | | |
| | 1973 | 28 | 7.71 | 2.27 | .521 | | 14 | 7.21 | 2.40 |
| | 1974 | 26 | 5.50 | 2.34 | .693 | | 9 | 4.00 | 3.80 |
| North | 1973 | 58 | 8.36 | 4.29 | .815 | | 21 | 6.00 | 3.69 |
| | 1974 | 40 | 6.13 | 2.86 | .765 | | 15 | 5.27 | 1.88 |
| [1]South | 1973 | 34 | 7.85 | 3.18 | .664 | | 17 | 7.35 | 2.72 |
| | 1974 | 26 | 5.92 | 2.20 | .736 | | 13 | 4.85 | 2.82 |
| LTI-Sheboygan | | | | | | | | | |
| | 1973 | 21 | 7.05 | 4.86 | .765 | | 14 | 6.64 | 4.68 |
| | 1974 | 18 | 7.72 | 3.81 | .336 | | 11 | 5.73 | 2.96 |

1= Control Schools
2= Maximum mean score is 66

## Table III-T

### Activities Related to Articulation - 1973, 1974
### Section D (Section E 1973)

| Male | | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. | Rel. Coef. |
| 5 | 7.00 | 7.01 | .892 | | 17 | 6.35 | 5.21 | .825 |
| 2 | 9.00 | 3.00 | .800 | | 10 | 9.30 | 4.58 | .752 |
| 7 | 6.14 | 2.42 | .797 | | 18 | 5.56 | 3.17 | .909 |
| 6 | 8.17 | 2.85 | .663 | | 10 | 6.50 | 1.28 | .393 |
| 25 | 6.20 | 3.06 | .799 | | 17 | 7.24 | 3.93 | .834 |
| 20 | 5.90 | 3.33 | .822 | | 14 | 6.71 | 2.84 | .668 |
| 28 | 7.71 | 2.27 | .521 | | 14 | 7.21 | 2.40 | .663 |
| 26 | 5.50 | 2.34 | .693 | | 9 | 4.00 | 3.80 | .833 |
| 58 | 8.36 | 4.29 | .815 | | 21 | 6.00 | 3.69 | .901 |
| 40 | 6.13 | 2.86 | .765 | | 15 | 5.27 | 1.88 | .735 |
| 34 | 7.85 | 3.18 | .664 | | 17 | 7.35 | 2.72 | .785 |
| 26 | 5.92 | 2.20 | .736 | | 13 | 4.85 | 2.82 | .758 |
| 21 | 7.05 | 4.86 | .765 | | 14 | 6.64 | 4.68 | .595 |
| 18 | 7.72 | 3.81 | .336 | | 11 | 5.73 | 2.96 | .302 |

ls
core is 66

## Table III-U

## Effect of Project on Teachers-1973 & 1974

### Section E (Section F 1973)

| | | Male | | | | | Female | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. |
| Grant | 1973 | 5 | 52.200 | 1.469 | -7.14282 | | 17 | 51.176 | 15.139 |
| | 1974 | 2 | 53.500 | 0.500 | -14.933 | | 10 | 49.100 | 17.495 |
| Wilson[1] | 1973 | 7 | 39.000 | 10.583 | .89884 | | 18 | 35.500 | 16.357 |
| | 1974 | 6 | 42.166 | 11.596 | .88708 | | 10 | 35.200 | 22.520 |
| Horace-Mann | 1973 | 25 | 41.160 | 15.534 | .92735 | | 17 | 43.176 | 19.641 |
| | 1974 | 20 | 46.500 | 8.194 | .77297 | | 14 | 42.142 | 10.901 |
| Farnsworth[1] | 1973 | 28 | 40.250 | 11.531 | .90323 | | 14 | 37.071 | 12.808 |
| | 1974 | 26 | 45.384 | 14.022 | .81082 | | 9 | 47.880 | 21.971 |
| North | 1973 | 58 | 43.258 | 12.046 | .87536 | | 21 | 43.000 | 11.497 |
| | 1974 | 40 | 43.600 | 9.164 | .81128 | | 15 | 44.533 | 6.800 |
| South[1] | 1973 | 34 | 35.941 | 13.150 | .90032 | | 17 | 31.941 | 16.137 |
| | 1974 | 26 | 39.615 | 17.117 | .93211 | | 13 | 36.923 | 25.110 |
| LTI-Sheboygan | 1973 | 21 | 37.142 | 14.996 | .94816 | | 14 | 31.642 | 18.030 |
| | 1974 | 18 | 48.055 | 14.025 | .88280 | | 11 | 39.727 | 13.585 |

[1] Control Schools

[2] Maximum mean score is 63

## Table III-U

## Effect of Project on Teachers-1973 & 1974

## Section E (Section F 1973)

| Male | | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| N | Mean[2] | S.D. | Rel. Coef. | | N | Mean[2] | S.D. | Rel. Coef. |
| 5 | 52.200 | 1.469 | -7.14282 | | 17 | 51.176 | 15.139 | .93122 |
| 2 | 53.500 | 0.500 | -14.933 | | 10 | 49.100 | 17.495 | .93037 |
| 7 | 39.000 | 10.583 | .89884 | | 18 | 35.500 | 16.357 | .92660 |
| 6 | 42.166 | 11.596 | .88708 | | 10 | 35.200 | 22.520 | .96310 |
| 25 | 41.160 | 15.534 | .92735 | | 17 | 43.176 | 19.641 | .97050 |
| 20 | 46.500 | 8.194 | .77297 | | 14 | 42.142 | 10.901 | .76479 |
| 28 | 40.250 | 11.531 | .90323 | | 14 | 37.071 | 12.808 | .84662 |
| 26 | 45.384 | 14.022 | .81082 | | 9 | 47.880 | 21.971 | .96599 |
| 58 | 43.258 | 12.046 | .87536 | | 21 | 43.000 | 11.497 | .86359 |
| 40 | 43.600 | 9.164 | .81128 | | 15 | 44.533 | 6.800 | .65051 |
| 34 | 35.941 | 13.150 | .90032 | | 17 | 31.941 | 16.137 | .93603 |
| 26 | 39.615 | 17.117 | .93211 | | 13 | 36.923 | 25.110 | .97377 |
| 21 | 37.142 | 14.996 | .94816 | | 14 | 31.642 | 18.030 | .94798 |
| 18 | 48.055 | 14.025 | .88280 | | 11 | 39.727 | 13.585 | .87107 |

e is 63

### Table III-V

### Elementary Teacher Classroom Activities Related to Career Education 1973 & 1974
### Section F (Section G 1973)

3.35

| | Male | | | | | | Female | |
|---|---|---|---|---|---|---|---|---|
| | N | Mean | S.D. | Rel. Coef. | | N | Mean | S.D. |
| Grant | | | | | | | | |
| 1973 | 5 | 27.600 | 14.263 | .89064 | | 17 | 27.352 | 10.731 |
| 1974 | 2 | 39.500 | 1.500 | -7.57660 | | 10 | 40.800 | 7.054 |
| Wilson[1] | | | | | | | | |
| 1973 | 7 | 21.000 | 4.503 | .55774 | | 18 | 19.333 | 9.775 |
| 1974 | 6 | 33.000 | 7.979 | .70357 | | 10 | 31.600 | 10.556 |

[1] Control Schools

## Table III-V

### Elementary Teacher Classroom Activities Related to Career Education 1973 & 1974
### Section F (Section G 1973)

| Male | | | | | | Female | | |
|---|---|---|---|---|---|---|---|---|
| N | Mean | S.D. | Rel. Coef. | | N | Mean | S.D. | Rel. Coef. |
| 5 | 27.600 | 14.263 | .89064 | | 17 | 27.352 | 10.731 | .82073 |
| 2 | 39.500 | 1.500 | -7.57660 | | 10 | 40.800 | 7.054 | .31346 |
| 7 | 21.000 | 4.503 | .55774 | | 18 | 19.333 | 9.775 | .79394 |
| 6 | 33.000 | 7.979 | .70357 | | 10 | 31.600 | 10.556 | .74879 |

## COUNSELOR RESULTS

Counselors in all pilot and control schools were interviewed to determine the extent of their involvement in certain activities (See Table III-W)

Follow-up studies are conducted only at the high school and L.T.I. levels and none at the elementary or junior high levels. All counselors indicated there are some types of faculty interdepartmental planning groups in their schools. Most of these involve curriculum and program planning.

Approximately one-half (5 of 11) indicated there is some type of cooperative program with other schools in L.T.I. District II. These programs are primarily between the high schools and L.T.I. No programs were identified at the elementary or junior high school levels. The extent of this type of activity is very limited.

Development of new programs, since 1972, for special groups has been very limited, except for programs related to special education. This includes learning disabilities, reading programs and individualized instruction at the elementary and junior high levels. Some work experience programs have been started at North High School. L.T.I. is beginning to develop programs such as the Adult Learning Center.

Overall the efforts to provide opportunities for special groups, as reported by the counselors, is very limited.

Table III-W

Counselor Responses to Interview Questions-1974
(N=11)

| | |
|---|---|
| 1. Follow-up studies of graduates | |
| a. None | 7 |
| b. 1 Year | 4 |
| c. 2 Years | 2 |
| d. 5 Years | 2 |
| 2. Have faculty interdepartmental planning groups | |
| a. Yes | 11 |
| b. No | 0 |
| 3. Have cooperative programs with other schools in L.T.I. District II | |
| a. Yes | 5 |
| b. No | 6 |
| 4. New programs developed since 1972 for special groups | |
| a. Potential Dropouts | 7 |
| b. Underprivileged | 5 |
| c. Handicapped | 5 |
| d. Unemployed adults | 1 |
| e. Dropouts who wish to return to school | 4 |
| f. Upgrading programs for employed adults | 1 |
| g. None | 2 |

## ADMINISTRATION RESULTS

Five administrators from Central Administration and three administrators from Lakeshore Technical Institute were interviewed in regard to their opinions relative to the exemplary project.

The administrators felt that the project brought about more team meetings which in turn brought about some articulation and a more unified team approach in many subject areas. It brought about a change in attitude (positive) on the part of most teachers toward career education. Parents and businessmen have become more supportive because of the project. The focus on career education helped make academic subjects more relevant. There was an increase of communication and better utilization of resources within and between schools, businessmen and students. The involvement of counselors, teachers and administrator, to a degree, fostered new ideas.

During the school year 1973-74, the articulation steering committee, which included administrators from the three model schools and LTI was established to bring about better articulation. This committee held a meeting of key department chairmen, supervisors and instructors to provide direction to the articulation effort. As a result of this meeting the curriculum areas of home economics, math and science progressed significantly toward articulation. These three curriculum areas appear to have accomplished some articulation and could be used as part of the articulation model.

## COMMUNITY SURVEY RESULTS

As in the second year evaluation report, a community survey was conducted to determine how knowledgeable people in the city of Sheboygan were about the project. The evaluators assumed that it would be possible to utilize the same locations in Sheboygan as was used the year before. However, at the local bank and shopping center, new rules had been established which prohibited such activities unless prior approval from the board of directors was received. The evaluation staff started the survey and was asked to leave very shortly thereafter. Thirteen people were interviewed and the results reported are based on the sample size. Table III-X reveals the relationship of the interviewees to those students attending Sheboygan schools. A comparison can be made as data is reported from the 1972 - 1973 report also.

Table III-X

Persons Interviewed

| | 1972-73 | | 1973-74 | |
|---|---|---|---|---|
| | N | % | N | % |
| Mother | 28 | 66.6 | 5 | 38.4 |
| Father | 12 | 28.6 | 3 | 23.1 |
| Mother and Father | 0 | 0.0 | 0 | 0.0 |
| Adult Male Other Than Father | 1 | 2.4 | 2 | 15.4 |
| Adult Female Other Than Mother | 1 | 2.4 | 3 | 23.1 |
| Other | 0 | 0.0 | 0 | 0.0 |

The largest category interviewed for both years was mothers. Table III-X indicates the educational level of those interviewed.

## Table III-Y

### Level of Education

| | 1972-73 | | 1973-74 | |
|---|---|---|---|---|
| | N | % | N | % |
| Eighth Grade | 1 | 2.7 | 2 | 15.4 |
| Some High School | 4 | 11.1 | 0 | 0.0 |
| High School Graduate | 18 | 50.0 | 5 | 38.4 |
| Vocational School | 2 | 5.6 | 1 | 7.7 |
| Technical School | 2 | 5.6 | 0 | 0.0 |
| Some College | 4 | 11.1 | 2 | 15.4 |
| Bachelor's Degree | 4 | 11.1 | 2 | 15.4 |
| Master's Degree | 1 | 2.7 | 0 | 0.0 |
| Doctor's Degree | 0 | 0.0 | 0 | 0.0 |
| Other - Business College | 0 | 0.0 | 1 | 7.7 |

In 1972-73, of the 42 people interviewed, one had no children, eleven had 1, seventeen had 2, five had 3, six had 4, and one had 5. None had more than 5 children.

In 1973-74, of the 13 people interviewed, six had no children, three had 2 and four had 3.

During 1972-73, thirty-seven of the forty-two said none of their children had ever left school before graduating from high school. In 1973-74, seven said that none of their children had dropped out before graduating. The other six had no children.

The children of those interviewed for each of the two years are in the grade categories indicated in Table III-Z.

Table III-Z

Children Enrolled in School Per Level

| | 1972-73 | | 1973-74 | |
|---|---|---|---|---|
| Grade | N | % | N | % |
| K-3 | 8 | 12.6 | 3 | 16.7 |
| 4-6 | 10 | 15.6 | 3 | 16.7 |
| 7-9 | 17 | 27.5 | 2 | 11.1 |
| 10-12 | 12 | 19.0 | 2 | 11.1 |
| 13-14 | 2 | 3.2 | 1 | 5.5 |
| Above 14 | 14 | 22.1 | 1 | 5.5 |
| Other (Graduates) | | | 4 | 22.2 |
| (Pre-School) | | | 2 | 11.1 |

The 13-14 year category seems to be rather low for both years according to the national average of about 7% enrolled in this category.

Very few of the parents were involved in school activities. One was reported as a member of the Parent-Teacher Association in 1972-73. In 1973-74 one parent reported as being an advisory committee member; one also reported being interested in getting more involved with the school system; however, she did not know about the process of getting involved.

One of the questions asked in the interview was related to the purpose of education. As Table III-AA reveals, during both years reported, getting a job was the most important purpose of education.

Table III-AA

Purpose of Education

| | 1972-73 | | 1973-74 | |
|---|---|---|---|---|
| | N | % | N | % |
| Get a Job | 15 | 35.7 | 5 | 38.4 |
| Go to: | | | | |
| Business or Trade School | 2 | 4.7 | 2 | 15.4 |
| Two-year college | 0 | 0.0 | 0 | 0.0 |
| Four-year college | 8 | 19.0 | 2 | 15.4 |
| Vocational Education | 3 | 7.1 | 1 | 7.7 |
| Other | 14 | 33.3 | 3 | 23.1 |

The Other category in Purpose of Education for 1972-73 could be divided into three areas. Six of the fourteen felt that the purpose of education was to better oneself. Five felt that education was needed to make decisions, and three considered education as helping one to achieve the good life. While in 1973-74, the other category revealed that two felt education should "develop thinking" and a better understanding of life; and the third person felt that education should "help people live in peace." Getting a job or preparing for further education appear to be the chief purposes of education.

It was determined that the interviewees in 1972-73 had not discussed career plans for their children with teachers, counselors and other school staff. In 1973-74, one of the interviewees had discussed career plans for her children with the guidance counselor, while another had discussed plans with a principal. For some reasons, parents are still reluctant to discuss career plans of their children with people who are knowledgable about careers. Apparently the Career Education program did not impact on this aspect of getting parents involved with career decisions.

A question was asked to determine how knowledgable the interviewees were about the articulation program between Sheboygan High Schools and Lakeshore Technical Institute.

As shown in Table III-BB, almost 56% had heard about the program in 1972-73; while 46% had heard about the program in 1973-74. The change in percentage may be due to the smaller sample in 1973-74.

## Table III-BB

## Knowledgable About Articulation Program Between Sheboygan Schools and L.T.I.

| | 1972-73 | | 1973-74 | |
|---|---|---|---|---|
| Number of times | N | % | N | % |
| Never | 18 | 43.9 | 7 | 53.8 |
| One | 5 | 12.1 | 2 | 15.4 |
| Two | 3 | 7.3 | 0 | 0.0 |
| Three | 1 | 2.4 | 1 | 7.7 |
| More Than Three | 14 | 34.1 | 3 | 23.1 |

It is interesting to note that 34% for 1972-73 and 23% for 1973-74 had heard of the program more than three times. Apparently the public relations program devised by the project staff informed the public about the project.

In addition, the interviewees were asked how they learned about the articulation program. This is revealed in Table III-CC for 1972-73 and Table III-CC for 1973-74.

Table III-CC

Methods of Dissemination of Information

| 1972-73 | Meetings | | Newsletters Or Brochures | | Newspaper, Television Radio | |
|---|---|---|---|---|---|---|
| Number | N. | % | N. | % | N. | % |
| Never | 37 | 92.5 | 23 | 57.5 | 27 | 69.2 |
| One | 2 | 5.0 | 7 | 17.5 | 7 | 17.4 |
| Two | 0 | 0.0 | 4 | 10.0 | 0 | 0.0 |
| Three | 1 | 2.5 | 1 | 2.5 | 1 | 2.5 |
| More than 3 | 0 | 0.0 | 5 | 12.5 | 4 | 10.2 |
| 1973-74 | N. | % | N. | % | N. | % |
| Never | 10 | 76.9 | 5 | 38.4 | 3 | 23.1 |
| One | 1 | 7.7 | 2 | 15.4 | 1 | 7.7 |
| Two | 0 | 0.0 | 3 | 23.1 | 3 | 23.1 |
| Three | 0 | 0.0 | 1 | 7.7 | 2 | 15.4 |
| More than 3 | 2 | 15.4 | 2 | 15.4 | 4 | 30.7 |

It is apparent that media other than meetings was the method by which the interviewees learned about the articulation project.

To summarize, the evaluators feel that the public in general was informed about the project. It was anticipated prior to the community survey that very few people in the community would be knowledgable about the project. This was an unfounded assumption as it is now apparent, based on a small sample, that the people of the city of Sheboygan read and listen about what is going on educationally in the community.

## CAREER EDUCATION WORKSHOP-SUMMER 1974

During the summer of 1974 the project staff conducted a career education workshop similar to the workshops held the two previous summers. Evaluations conducted by the project staff of the workshops in 1972 and 1973 indicated very positive reactions from workshop participants.

For the 1974 workshop an instrument was developed by the evaluation team to evaluate participants' reactions (See Appendix D ).

Thirty-seven staff members from schools served by the project attended the 1974 workshop. Of these, thirteen were junior high school teachers and twenty-four were senior high school teachers. Summary data in Table III-DD indicates very positive reactions to the workshop.

All participants felt they could define career education and were confident they could interpret it to teachers. Confidence to interpret career education to counselors, administrators, parents and school boards was at a lower level than to teachers, and junior high teachers were less confident than were senior high teachers.

Both junior and senior high teachers felt career education would improve their job effectiveness. Even though they were positive about career education prior to the workshop, they seemed to be more positive about its usefulness after completing the workshop.

Speakers, career materials, group exercises, readings, handouts and field trips were all helpful experiences and contributed to a successful workshop for all participants. Participants felt that they were helped most in their skills to do curriculum planning and use career education materials. They felt workshops of this type are very helpful in the professional growth of educators. (Complete data reported in Appendix B ).

Table III-DD

Summer 1974 Career Education Workshop
Participants Evaluation Summary
(N=37)

| | F | % |
|---|---|---|
| 1. Define career education. | | |
| a. Yes | 35 | 95 |
| b. No | 0 | 0 |
| 2. Ability to interpret career education to others: | | |
| a. Teachers | | |
| 1. Confident | 33 | 89 |
| 2. Less or not confident | 4 | 11 |
| b. Counselors | | |
| 1. Confident | 25 | 68 |
| 2. Less or not confident | 9 | 24 |
| c. Administrators | | |
| 1. Confident | 23 | 62 |
| 2. Less or not confident | 10 | 27 |
| d. Parents | | |
| 1. Confident | 29 | 78 |
| 2. Less or not confident | 6 | 16 |
| e. School Boards | | |
| 1. Confident | 24 | 65 |
| 2. Less or not confident | 10 | 27 |
| 3. How useful will career education be in improving your job effectiveness? | | |
| a. Useful | 37 | 100 |
| b. Little or no use | 0 | 0 |
| 14. How helpful are these workshops in professional growth of educators? | | |
| a. Extremely helpful | 20 | 54 |
| b. Considerable help | 13 | 35 |
| c. Some help | 4 | 11 |
| d. No help | 0 | 0 |

## K-14 CAREER EDUCATION GUIDE

During the first two years of the project, considerable work was put into the development of a K-14 Career Education Guide. Through the efforts of the project staff a very comprehensive Guide was produced by utilizing materials developed by participants during the summer Career Education workshops, and materials developed by the project staff.

The Guide was widely distributed in the project area, and also was requested for purchase by numerous interested personnel in other parts of Wisconsin and other states.

In order to determine the usefulness of the Guide, an evaluation questionnaire was developed and mailed to one hundred and two (102) purchasers (See Appendix D ). Forty (39%) persons returned the questionnaire and were about evenly divided between persons with regional responsibilities (22 of 40=55%) and persons with individual district or school responsibilities (18 of 40= 45%).

### Regional Users

Section A of the questionnaire was answered by people who served a region of several districts. Table III-EE data indicates that the Guide was used extensively, but usually in conjunction with other similar guides (96%). Although the Guide was not adopted exclusively by many districts, neither was any other Guide. Portions of the Guide, such as the Career Education models were influential in helping local districts develop career education programs (94%). Most people liked the organization of the Guide (95%).

### School or District Users

Section B of the questionnaire was answered by people who served a school district or individual school. Data is presented in Table III-FF.

Over one-half of the people were using the Guide in inservice and curriculum development (56%). About one-half (53%) used it to develop career education goals, and over one-third (38%) to establish local philosophy. The most used aspect was to integrate career development concepts into curriculum (82%), and most people felt it was a useable Guide (78%).

## Table III-EE

## Responses to the Sheboygan K-14 Career Education Guide by Users With Regional Responsibilities

| | N | Yes | | No | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| 1. Example among other guides. | 23 | 22 | 96 | 1 | 4 |
| 2. Systems adopting guide. | 18 | 8 | 44 | 10 | 56 |
| 3. Other guides more useable. | 21 | 1 | 5 | 20 | 95 |
| 4. Career Eudcation Models useful. | 20 | 20 | 100 | 0 | 0 |
| 5. Above models provided direction in developing models and programs. | 18 | 17 | 94 | 1 | 6 |
| 6. Guide used for ideas. | 21 | 12 | 57 | 9 | 43 |
| 7. Organization of the guide liked. | 20 | 19 | 95 | 1 | 5 |

## Table III-FF

### Responses to the Sheboygan K-14 Career Education Guide by Users With School or District Responsibilities

| | N | Yes | | No | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| 1. In-service use of guide for writing curriculum. | 18 | 10 | 56 | 8 | 44 |
| 2. Use of Sheboygan models to implement Career Education beyond guide. | 16 | 5 | 31 | 11 | 69 |
| 4. Use guide to establish philosophy and goals. | 15 | 8 | 53 | 7 | 47 |
| 5. Guide used to write curriculum. | 16 | 9 | 56 | 7 | 44 |
| 6. Guide used to integrate career concepts into curriculum. | 17 | 14 | 82 | 3 | 18 |
| 7. Use of guide and models to establish philosophy of Career Education. | 16 | 6 | 38 | 10 | 62 |
| 8. Guide and models useable. | 18 | 14 | 78 | 4 | 22 |

# Chapter 4

## Conclusions and Recommendations

### Conclusions

The conclusions presented here are based upon the information obtained by the evaluation team through visits, meetings, observations, materials supplied by the project staff and the data gathered over the second and third years of the project.

Conclusions are presented first in relation to different groups of people. Groups included are students, teachers, counselors, administrators, community and special groups. Secondly, a summary chart of the project objectives is presented to give a graphic evaluation of the level of their attainment.

### Students

The attitudes toward work of most students at all grade levels were positive. These attitudes remained stable over two years and were not changed appreciably by the project. One noted difference seemed to exist between experimental and control schools at the ninth grade level where the control school was somewhat more positive.

Students' self concepts at the elementary and junior high school levels were positive. Scores for most groups were above average scale norms. One exception was a more positive result for the ninth grade control school. Project activities do not seem to have changed self concept results appreciably.

Development of the Career Resource Centers was received very favorably by the students. Students indicated a high level of awareness and use of the Centers. The Interest Centers developed at the elementary school were likewise accepted very well by the students. Involvement and interest in the activities were high.

Awareness of post high school educational information in general was adequate for students in grades nine through twelve. Specific information about LTI from teachers and counselors was not as readily available. This was reported also by LTI students for when they were in high school. Apparently this condition has not changed, except for ninth grade students. In contrast, more people reported during the second year their intention to attend LTI, or other two year institutions. Fifty percent of the students in grades nine through twelve reported no specific career choice, but this decreases to about 20% in grade twelve, and somewhat less in LTI. In relation to this students reported getting little help from counselors on career planning and desiring more help from them.

Specific information about cooperative education programs was unchanged over two years and the numbers of people becoming aware of them from teachers and counselors remained constant.

Development of innovative programs for specific groups of students with unique needs was limited in scope. New programs for potential dropouts and disadvantaged; programs for job skill training; identification of potential vocational education students in junior high school; and cooperation with the Wisconsin State Employment Service in placement were all identified objectives in the project that had limited or no development.

Service to high school dropouts by LTI was very limited. No change in the numbers of high school dropouts attending LTI has occurred. Apparently little special effort was expended to attract these people into programs, or almost everyone living in the LTI District 11 was a high school graduate.

## Teachers

The attitudes of teachers at all grade levels toward career education concepts and practices were very positive. Females and elementary level teachers tend to have more positive attitudes than males and secondary level teachers.

Teacher involvement in activities related to career education increased over the two years with a higher degree of involvement at the elementary than at the secondary level.

Use of the Career Resource Centers by teachers tended to increase. Apparently many teachers found that the Center supplemented their classes very well and gave more meaning to subjects. The effectiveness of the Centers caused similar development in other schools, or the loaning of materials requested for use.

Involvement in articulation activities within schools, and between schools, was limited. A decrease resulted over the two years for all except elementary teachers who increased their activities.

Some joint curriculum planning was initiated between LTI and North High School in math, home economics and science. One joint program in welding was begun for ten students.

Teachers were asked how they were affected by the project in areas such as courses, student advice, parent interest and using resource people. During the second year control teachers were more similar to experimental teachers because they became more involved in similar activities.

Although differences remained between control and experimental teachers, in many instances they were slight because the contamination of the control schools by the project activities could not be avoided.

Teachers at the elementary level tended to be more positive and involved than those at other levels. Reasons for this are not evident but some possible reasons may be that elementary teachers are more open to change; administrative support was very strong; it is easier to implement change at the elementary level; or elementary teachers are more student oriented.

## Counselors

In order to accomplish several objectives of the project counselors would have to have been directly involved. This would demand some change in counselor roles. Results indicate that there was change in the roles of the elementary and junior high counselors. A similar change was not apparent at the high school level.

Counselor involvement in developing new programs at the high school level was limited. Students' reactions to counselor assistance in career guidance indicated that they received little and wanted more.

It appears that elementary and junior high school counselors were more interested or able to become involved in project activities.

Administrators

Administrators from building principals to central office shared a positive attitude toward the objectives of the project. They also had similar positive attitudes toward career education concepts and activities as did teachers. Since they were in decision making and modeling roles their interest and support were mandatory for success.

In general the administrators were supportive of the project. Involvement in the Steering Committee was insufficient until the third year. This tended to improve communications within the school system, between the school system and LTI, and with the project staff.

Some progress was made toward facility sharing in the form of one program and a written Statement of Purpose of Vocational Education to this effect between LTI and the School District. Impediments to more success are caused partially by regulations in the two systems that must be circumvented or handled as exceptions to rules. The burden of regular duties often keeps well intentioned people from breaking the bonds of "red tape".

Financial support for continuation of the project activities after project funds end has not been provided beyond nominal levels. The School District has allocated $6,000 which is very little for meaningful continuation.

In general, administrators felt the project had initiated activities that otherwise would not have been begun.

Community

The public relations program conducted by the project staff was successful. Results of the community survey indicate a high level of awareness on the part of citizens. Involvement of community leaders in meetings and committees was due to contacts by the project staff. Inclusion of community members in the Career Education Advisory Committee is evidence of interest and planning. Some of the strongest support for the project has come from the community.

Cooperation with the Wisconsin State Employment Service was not as successful as intended. Conflicts over use of information and personnel roles worked to the detriment of students.

There is strong community support for continuing project activities.

Special Groups

Two special activities related to the project resulted in broader impacts than the regular activities conducted by the staff. The first of these was the Career Education Workshop conducted for two weeks each summer. Participants felt the benefits of attending were very helpful, and the activities of these participants in their classrooms during the school year supported this feeling. Supplementing the activities of the regular staff work during the year with these workshops was a good investment.

The second special activity was the production of a K-12 Career Education Guide. This Guide was widely distributed in Wisconsin and other states and was evaluated very favorably by its users. Its greatest use was in gaining assistance for developing career education programs and integrating concepts into the curriculum.

## Influential Factors

Special mentions needs to be made of several factors that appear to have influenced the direction and outcomes of the project.

The first factor is that the project was conceived and written by individuals who had little or no role in its eventual implementation. This may have resulted in different interpretations of project objectives and the means of accomplishing them.

When the project staff was hired there was no vocational education expert included. This certainly had an effect on the lack of a strong emphasis on vocational education. The three staff members represented guidance and administration.

There was a rather lengthy delay between the time the original project proposal was submitted and its approval and beginning dates. During this period the concept of career education was conceived and there was a substantial push for career education projects, many of which were funded with Vocational Education Act funds. This project appears to have been "caught up" in the movement and therefore this may have contributed to a shift in emphasis away from vocational education and articulation activities to career education.

After the first year the project was redirected by the United States Office of Education (U.S.O.E.) to stop serving many schools in Vocational-Technical Adult Education (V.T.A.E.) District 11 to serving three exemplary schools within the Sheboygan School District - Grant Elementary, Horace-Mann Junior High, and North Senior High - and Lakeshore Technical Institute. This redirection caused a delay in functioning and it took a considerable part of the second year to implement the redirection. Accompanying this change was also a change in the Third Party Evaluation team for the second and third years of the project. This reduced the effective time that the Evaluation Team had to evaluate the project.

These factors must be considered when interpreting the activities and evaluation of this project.

## Project Objectives Attainment Levels

All relevant data was analyzed by the Evaluation Team in relation to the project objectives and project activities. This analysis has been made on a five point scale from negative to positive and is portrayed in Table IV-A as an overall summary of the project.

Table IV-A
Attainment Level of Project Objectives 1971-1974

| | Attainment Level | | | | |
|---|---|---|---|---|---|
| Objective* | Negative | Slightly Negative | Neutral | Slightly Positive | Positive |
| A. Increase awareness of work options (1) | | | | | X |
| B. Develop voc. couns. for grade 7-9 students best served by voc. ed. (2) | | | X | | |
| C. Occupational guidance for grade 11 students entering labor market (2,4) | | | | X | |
| D. Training for job skills at or end of H.S. (2-4) | | | | X | |
| E. Opportunity for post-secondary students to continue co-op began in high school (2) | | | X | | |
| F. Work experience for dropouts and potential dropouts, ages 14-21 (2) | | | X | | |
| G. Cooperate with WSES in placing students (3,4) | | X | | | |
| H. Improve articulation of occupation ed between levels (1-4) | | | X | | |
| I. Form Citizen's Advisory Committee for voc. ed. (2-4) | | | | X | |
| J. Develop plans for sharing vocational facilities (3) | | | X | | |
| K. Develop model for articulation of occupational orientation, education and placement (1) | | | | | X |
| L. Coordinate comprehensive occupational guidance to present training programs (3,4) | | | | X | |
| M. Generate provisions for local funding at end of project (5) | | | | X | |

*Numbers 1-5 denote relationship to five prime objectives of Part D projects.

The project had its greatest impact and most positive results in the following:

1. Changing attitudes and roles of elementary teachers and counselors toward career education.
2. Changing attitudes and roles of junior high school teachers and counselors toward career education.
3. Development of career information and interest centers.
4. Developing a K-14 Career Education Guide which serves as a model for others to use.
5. Creating local community awareness and interest in the project and its objectives.
6. Conducting summer career education workshops for teachers, counselors and administrators.
7. Providing more post high school educational information for students in grades 9-12.
8. Promoting communications between LTI and the Sheboygan School District.
9. Developing awareness of career opportunities in elementary school students.

The project had little impact and almost neutral results in the following:

1. Changing attitudes and roles of senior high school teachers and counselors toward career education.
2. Developing innovative programs for unique groups of students in secondary and post secondary schools.
3. Making students more aware of cooperative education and vocational education programs.
4. Changing the self concepts of elementary and junior high school students.
5. Promoting facility sharing between LTI and the Sheboygan School District.
6. Developing articulation programs within and between schools and levels.
7. Providing improved career guidance services to junior and senior high school students.
8. Promoting the developing of job skill training programs.
9. Providing financial support for continuation of project activities after Federal funds expire.

The project may have had negative effects in the following:

1. Cooperation with the Wisconsin State Employment Service to promote job placement opportunities for students.

## Recommendations

The following recommendations are being made by the evaluation team. They are the result of compiling all data for the three years of the project. These recommendations are concerned with continuing certain aspects that were found to be successful, and with further development of others that need more time to be effective.

1. The Sheboygan School District and Lakeshore Technical Institute District 11 need to decide if they are committed to the objectives of the project and to the concepts of articulation and career education.

2. If the two districts decide a very strong yes to number one, then a financial commitment will have to be made in order to implement the commitment.
3. Persons who will coordinate these activities within and between the two districts should be identified. In addition, persons will have to be employed to implement the activities. In districts of these sizes, one full-time person in the School District and one person for LTI will be necessary for implementation.
4. Continue the Career Education Advisory Committee consisting of members from the School District, LTI and the community.
5. Continue joint planning by staffs of the two districts. Articulation and program development committees were formed too late to really be effective.
6. Capitalize on the strong positive attitudes of teachers, counselors, administrators and the community toward career education and the successes of the project.
7. Expand the Career Resource Centers to all schools and the Interest Centers at the elementary level to all elementary schools.
8. Provide more career guidance and counseling services to students from junior high school through LTI. Make this available to dropouts and graduates who want to return for assistance.
9. Develop more team efforts between teachers, counselors and students in the area of career planning. At the elementary level this means awareness. At the junior high level this means exploration and at the senior high and LTI levels, decision making.
10. Provide job placement services to senior high school students.
11. Provide more systematic information systems to acquaint students with cooperative education, G.E.D., work experience, and vocational education.
12. LTI should investigate the need to work more closely with private schools in District 11.
13. There should be an investigation into the occupational and educational needs of older adults in District 11.
14. Work values and self concepts are formed early and remain stable. Any program to affect these will have to be started early in elementary school and continue for several years. Early identification of negative values will allow for more chance of change.
15. Utilize outside resources to assist in developing new programs.
16. This has been a very significant project in Wisconsin. There should be more sharing of the methodology and results, strengths and weaknesses, and successes and failures with other interested persons. Funds need to be provided for staffing and materials.

# APPENDIX A

## Summary of Responses to Career Planning Survey
## Grades 9, 10, 11, 12, and Post-Secondary Level
## 1973 and 1974

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | | | | - | | Horace Mann | | Control | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % |
| | M | F | M | F | M | F | M | F | M | F | M |
| **4.** Program: | | | | | 1.18 | 1.14 | .91 | .64 | | | |
| 1. General Ed. | 59 | 56 | 73.7 | 77.7 | | | | | 49 | 73 | 67.1 |
| 2. College Prep. | 4 | 2 | 5.0 | 2.7 | | | | | 10 | 1 | 13.6 |
| 3. Voc. (Capstone) | 3 | 0 | 3.7 | | | | | | 6 | 2 | 8.2 |
| 4. Undecided | 14 | 14 | 17.5 | 19.4 | | | | | 8 | 6 | 10.7 |
| 5. If senior respond. If not, to item 6. Voc. Course (sr. year) in draft., graphics, Distr. ed., or office coop. prog.: | | | | | | | | | | | |
| 1. Yes (Go to item 5.1) | | | | | | | | | | | |
| 2. No (to item 6) | | | | | | | | | | | |
| 5.1 What degree h.s. Voc. course related to car. choice? Check best response. | | | | | | | | | | | |
| 1. Not made specific career choice | | | | | | | | | | | |
| 2. Little if any relationship | | | | | | | | | | | |
| 3. Some rela. | | | | | | | | | | | |
| 4. Considerable rela. | | | | | | | | | | | |
| 5. Directly related. | | | | | | | | | | | |
| 5.2 What extent learned LTI course & Prog. from h.s. voc. instructors? (12th | | | | | | | | | | | |

1973

Career Planning Survey - Secondary Level

Grade 9

|  | Expt. | - |  | Horace Mann |  |  |  |  | Control |  |  | - |  |  | Farnsworth |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  | Mdn. |  | IQR |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
|  |  |  |  |  | 1.18 | 1.14 | .91 | .64 |  |  |  |  | 1.24 | 1.06 | 1.20 | .56 |
|  | 59 | 56 | 73.7 | 77.7 |  |  |  |  | 49 | 73 | 67.1 | 89.0 |  |  |  |  |
|  | 4 | 2 | 5.0 | 2.7 |  |  |  |  | 10 | 1 | 13.6 | 1.2 |  |  |  |  |
| . | 3 | 0 | 3.7 |  |  |  |  |  | 6 | 2 | 8.2 | 2.4 |  |  |  |  |
| one) | 14 | 14 | 17.5 | 19.4 |  |  |  |  | 8 | 6 | 10.7 | 7.3 |  |  |  |  |
| d. If not, Course (sr. graphics, ffice coop. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| tem 5.1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Voc. course choice? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| onse. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ecific career |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ny relation- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e rela. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| lated. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| rned LTI from h.s. s? (12th |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

178

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | | - | | Horace Mann | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| gr. draft., graphics, distr. ed., office coop program instructors.): | | | | | | | | | | | | |
| 1. Not taken courses | | | | | | | | | | | | |
| 2. Little if any infor. given | | | | | | | | | | | | |
| 3. Some info. given | | | | | | | | | | | | |
| 4. Considerable amt. info. given | | | | | | | | | | | | |
| 5. Rec'd all info. needed | | | | | | | | | | | | |
| 6. To what degree i.e., h.e., distr. ed., or office & busi. e. courses taken influenced selection of career? | | | | | 2.27 | 2.29 | 1.65 | 1.77 | | | | |
| 1. None | 23 | 23 | 28.7 | 30.2 | | | | | 31 | 22 | 41.3 | 27 |
| 2. Slightly | 22 | 19 | 27.5 | 25.0 | | | | | 23 | 33 | 31.6 | 40 |
| 3. Moderately | 29 | 25 | 36.2 | 32.8 | | | | | 18 | 21 | 29.0 | 25 |
| 4. Extensively | 6 | 9 | 7.5 | 11.8 | | | | | 3 | 5 | 4.0 | 6 |
| 7. Do g.e. courses (Eng. Math, Scie., etc.) in h.s. prog. provide skills & knowledge needed to enter career of your choice?: | | | | | 2.61 | 2.61 | 1.25 | 1.14 | | | | |
| 1. Yes, completely | 11 | 7 | 13.5 | 9.3 | | | | | 10 | 8 | 12.9 | |
| 2. Yes, for most part | 25 | 26 | 30.8 | 34.6 | | | | | 30 | 34 | 38.9 | 4 |
| 3. Yes, to some ext. | 40 | 39 | 49.3 | 52.0 | | | | | 35 | 39 | 45.4 | 4 |
| 4. No, please ind. area(s) in which you should be better prepared: ______ | 5 | 3 | 6.1 | 4.0 | | | | | 2 | 2 | 2.5 | |

1973
Career Planning Survey - Secondary Level
Grade 9

| | Expt. - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| raphics, distr. | | | | | | | | | | | | | | | | |
| oop program | | | | | | | | | | | | | | | | |
| : | | | | | | | | | | | | | | | | |
| courses | | | | | | | | | | | | | | | | |
| any infor. given | | | | | | | | | | | | | | | | |
| . given | | | | | | | | | | | | | | | | |
| ble amt. info. | | | | | | | | | | | | | | | | |
| info. needed | | | | | | | | | | | | | | | | |
| e i.e., h.e., | | | | | | | | | | | | | | | | |
| r office & busi. | | | | | | | | | | | | | | | | |
| ken influenced | | | | | 2.27 | 2.29 | 1.65 | 1.77 | | | | | 1.78 | 2.06 | 1.52 | 1.35 |
| career? | | | | | | | | | | | | | | | | |
| | 23 | 23 | 28.7 | 30.2 | | | | | 31 | 22 | 41.3 | 27.1 | | | | |
| | 22 | 19 | 27.5 | 25.0 | | | | | 23 | 33 | 31.6 | 40.7 | | | | |
| ly | 29 | 25 | 36.2 | 32.8 | | | | | 18 | 21 | 29.0 | 25.9 | | | | |
| ely | 6 | 9 | 7.5 | 11.8 | | | | | 3 | 5 | 4.0 | 6.1 | | | | |
| ses (Eng. Math, | | | | | | | | | | | | | | | | |
| in h.s. prog. | | | | | | | | | | | | | | | | |
| ls & knowledges | | | | | | | | | | | | | | | | |
| ter career of | | | | | 2.61 | 2.61 | 1.25 | 1.14 | | | | | 2.45 | 2.49 | 1.20 | 1.14 |
| : | | | | | | | | | | | | | | | | |
| pletely | 11 | 7 | 13.5 | 9.3 | | | | | 10 | 8 | 12.9 | 9.6 | | | | |
| most part | 25 | 26 | 30.8 | 34.6 | | | | | 30 | 34 | 38.9 | 40.9 | | | | |
| some ext. | 40 | 39 | 49.3 | 52.0 | | | | | 35 | 39 | 45.4 | 46.9 | | | | |
| se ind. area(s) | | | | | | | | | | | | | | | | |
| you should be | | | | | | | | | | | | | | | | |
| repared: ______ | 5 | 3 | 6.1 | 4.0 | | | | | 2 | 2 | 2.5 | 2.4 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 9

| | Expt. | | | - | | Horace Mann | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| 8. To what ext. learned about LTI courses & prog. from h.s. g.e. instructors (Eng., Math, Scie., etc.) | | | | | 1.90 | 2.01 | .98 | 1.06 | | | | |
| 1. Little if any info. given | 23 | 19 | 28.3 | 25.0 | | | | | 44 | 57 | 57.1 | 67 |
| 2. Some info given. | 44 | 37 | 54.3 | 48.6 | | | | | 30 | 26 | 33.9 | 30 |
| 3. Considerable infor given | 13 | 16 | 16.0 | 21.0 | | | | | 3 | 1 | 3.8 | 1 |
| 4. Received all needed | 1 | 4 | 1.2 | 5.7 | | | | | 0 | | 0 | |
| 9. What ext. learned about LTI courses & prog. from h.s. guid. coun.?: | | | | | 1.53 | 1.96 | 1.19 | 1.14 | | | | |
| 1. Little if any info. given | 39 | 22 | 48.7 | 28.9 | | | | | 54 | 50 | 70.1 | 59 |
| 2. Some info. given | 30 | 35 | 37.5 | 46.0 | | | | | 20 | 32 | 25.9 | 38 |
| 3. Consid. info given | 9 | 15 | 11.2 | 19.7 | | | | | 3 | 2 | 3.8 | 2 |
| 4. Received all needed | 2 | 4 | 2.5 | 5.2 | | | | | | | | |
| 10. Asst. received from guid. coun. in select. car. | | | | | .23 | 1.34 | .90 | 1.12 | | | | |
| 1. None | 55 | 45 | 68.7 | 59.2 | | | | | 41 | 39 | 53.2 | 46 |
| 2. Some | 19 | 22 | 23.7 | 28.9 | | | | | 23 | 33 | 29.8 | 39 |
| 3. Enough to meet needs | 6 | 9 | 7.5 | 11.8 | | | | | 13 | 12 | 16.8 | 14 |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | - | Horace Mann | | | | | | Control | - | Farnsworth | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ned about g. from h.s. (Eng., Math, | | | | | 1.90 | 2.01 | .98 | 1.06 | | | | | 1.38 | 1.24 | 1.02 | .86 |
| info. | 23 | 19 | 28.3 | 25.0 | | | | | 44 | 57 | 57.1 | 67.8 | | | | |
| en. | 44 | 37 | 54.3 | 48.6 | | | | | 30 | 26 | 33.9 | 30.9 | | | | |
| infor given | 13 | 16 | 16.0 | 21.0 | | | | | 3 | 1 | 3.8 | 1.1 | | | | |
| needed | 1 | 4 | 1.2 | 5.7 | | | | | 0 | | 0 | | | | | |
| about LTI rom h.s. | | | | | 1.53 | 1.96 | 1.19 | 1.14 | | | | | 1.21 | 1.34 | .83 | .99 |
| info. | | | | | | | | | | | | | | | | |
| | 39 | 22 | 48.7 | 28.9 | | | | | 54 | 50 | 70.1 | 59.5 | | | | |
| ven | 30 | 35 | 37.5 | 46.0 | | | | | 20 | 32 | 25.9 | 38.0 | | | | |
| given | 9 | 15 | 11.2 | 19.7 | | | | | 3 | 2 | 3.8 | 2.3 | | | | |
| needed | 2 | 4 | 2.5 | 5.2 | | | | | | | | | | | | |
| om guid. | | | | | 1.23 | 1.34 | .90 | 1.12 | | | | | 2.23 | 1.59 | 1.26 | 1.19 |
| car. | | | | | | | | | | | | | | | | |
| | 55 | 45 | 68.7 | 59.2 | | | | | 41 | 39 | 53.2 | 46.4 | | | | |
| | 19 | 22 | 23.7 | 28.9 | | | | | 23 | 33 | 29.8 | 39.2 | | | | |
| t needs | 6 | 9 | 7.5 | 11.8 | | | | | 13 | 12 | 16.8 | 14.2 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. - Horace Mann | | | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 11. What ext. lrnd. LTI cour. & Prog. from LTI staff members? | | | | | 2.70 | 2.93 | 1.87 | 1.30 | | | | |
| 1. No oppor. talk LTI staff members | 21 | 11 | 25.9 | 14.4 | | | | | 50 | 53 | 64.9 | 63 |
| 2. Little info given | 13 | 12 | 16.0 | 15.7 | | | | | 11 | 8 | 14.2 | 9 |
| 3. Some info given | 32 | 35 | 39.5 | 46.0 | | | | | 14 | 20 | 18.1 | 24 |
| 4. Cons. info given | 14 | 15 | 17.2 | 19.7 | | | | | 1 | 2 | 1.2 | 2 |
| 5. Rec'd all info needed | 1 | 3 | 1.2 | 3.9 | | | | | 1 | | 1.2 | |
| 12. In total, info rec'd LTI course & prog. adequate meet needs selecting car. & post h.s. prog?: | | | | | 2.84 | 2.76 | 1.26 | 1.10 | | | | |
| 1. Yes, very adequate | 5 | 5 | 6.2 | 6.9 | | | | | 3 | | 4.0 | |
| 2. Yes, for most part | 23 | 21 | 26.7 | 29.1 | | | | | 6 | 9 | 8.0 | 10 |
| 3. Sufficient, but could use more | 35 | 39 | 43.7 | 54.1 | | | | | 49 | 45 | 68.3 | 54 |
| 4. Inadequate, ind. what addi. info needed: | 17 | 7 | 21.2 | 9.7 | | | | | 17 | 28 | 22.6 | 34 |
| 13. Rec'd info. on univ. and post h.s. voc-tech prog. (Other than at LTI) to meet needs in select. car. & post h.s. prog | | | | | 2.79 | 2.97 | 1.23 | .79 | | | | |
| 1. Yes, very adequate | 3 | 4 | 3.7 | 5.4 | | | | | 4 | 2 | 5.3 | 2 |
| 2. Yes, for most part | 27 | 11 | 33.7 | 15.0 | | | | | 16 | 6 | 21.3 | 7 |
| 3. Sufficient, but could use more | 35 | 46 | 43.7 | 63.0 | | | | | 35 | 50 | 46.6 | 60 |
| 4. Inadequate, indc. what addi. info needed | 15 | 12 | 18.7 | 16.4 | | | | | 20 | 24 | 26.6 | 29 |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | - | | | Horace Mann | | | | Control | - | | | | Farnsworth | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| LTI cour. & | | | | | 2.70 | 2.93 | 1.87 | 1.30 | | | | | 1.27 | 1.28 | 1.32 | 1.67 |
| taff members? | | | | | | | | | | | | | | | | |
| lk LTI | | | | | | | | | | | | | | | | |
| s | 21 | 11 | 25.9 | 14.4 | | | | | 50 | 53 | 64.9 | 63.8 | | | | |
| given | 13 | 12 | 16.0 | 15.7 | | | | | 11 | 8 | 14.2 | 9.6 | | | | |
| ven | 32 | 35 | 39.5 | 46.0 | | | | | 14 | 20 | 18.1 | 24.0 | | | | |
| iven | 14 | 15 | 17.2 | 19.7 | | | | | 1 | 2 | 1.2 | 2.4 | | | | |
| fo needed | 1 | 3 | 1.2 | 3.9 | | | | | 1 | | 1.2 | | | | | |
| ec'd LTI | | | | | | | | | | | | | | | | |
| dequate meet | | | | | | | | | | | | | | | | |
| car. & post | | | | | 2.84 | 2.76 | 1.26 | 1.10 | | | | | 3.08 | 3.21 | .76 | 1.01 |
| equate | 5 | 5 | 6.2 | 6.9 | | | | | 3 | | 4.0 | | | | | |
| t part | 23 | 21 | 26.7 | 29.1 | | | | | 6 | 9 | 8.0 | 10.9 | | | | |
| but could use | 35 | 39 | 43.7 | 54.1 | | | | | 49 | 45 | 68.3 | 54.8 | | | | |
| ind. what eeded: | 17 | 7 | 21.2 | 9.7 | | | | | 17 | 28 | 22.6 | 34.1 | | | | |
| niv. and post | | | | | | | | | | | | | | | | |
| og. (Other | | | | | | | | | | | | | | | | |
| meet needs in | | | | | 2.79 | 2.97 | 1.23 | .79 | | | | | 3.00 | 3.16 | 1.14 | .90 |
| ost h.s. prog | | | | | | | | | | | | | | | | |
| equate | 3 | 4 | 3.7 | 5.4 | | | | | 4 | 2 | 5.3 | 2.4 | | | | |
| t part | 27 | 11 | 33.7 | 15.0 | | | | | 16 | 6 | 21.3 | 7.3 | | | | |
| but could use | 35 | 46 | 43.7 | 63.0 | | | | | 35 | 50 | 46.6 | 60.9 | | | | |
| indc. what eeded | 15 | 12 | 18.7 | 16.4 | | | | | 20 | 24 | 26.6 | 29.2 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | | - | | | | Horace Mann | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 14. Plan or planning h.s. prog. to prep. for entry into LTI? | | | | | 1.70 | 1.40 | 1.78 | 1.83 | | | | |
| 1. No | 37 | 42 | 46.2 | 55.2 | | | | | 38 | 43 | 49.3 | 53 |
| 2. No, LTI not offer prog. to meet my needs. | 15 | 9 | 18.7 | 11.8 | | | | | 12 | 13 | 15.5 | 16 |
| 3. Somewhat | 25 | 21 | 31.2 | 27.6 | | | | | 23 | 18 | 27.8 | 22 |
| 4. As much as possible | 3 | 4 | 3.7 | 5.2 | | | | | 4 | 7 | 5.1 | 8 |
| 15. How sure of career choice. | | | | | 3.48 | 3.40 | 1.41 | 1.35 | | | | |
| 1. Completely undecided | 10 | 5 | 12.3 | 6.5 | | | | | 8 | 3 | 10.5 | 3 |
| 2. Quite undecid. | 7 | 6 | 8.6 | 7.8 | | | | | 11 | 8 | 14.4 | 9 |
| 3. Somewhat undecid. | 24 | 30 | 29.6 | 39.4 | | | | | 24 | 36 | 31.5 | 42 |
| 4. Quite certain | 36 | 26 | 44.4 | 34.2 | | | | | 21 | 31 | 27.6 | 36 |
| 5. Very certain | 61 | 9 | 14.9 | 11.8 | | | | | 12 | 6 | 15.7 | 7 |
| 16. What educ. plans after complete h.s. prog.: | | | | | | | | | | | | |
| 1. None | 15 | 15 | 18.5 | 19.7 | | | | | 7 | 9 | 9.1 | 10 |
| 2. I plan on work. & taking even. courses | 3 | 5 | 3.7 | 6.6 | | | | | 9 | 5 | 11.7 | 6 |
| 3. Plan on enroll. in LTI voc-prog. | 3 | 1 | 3.7 | 1.3 | | | | | 1 | 4 | 1.3 | 4 |
| 4. Plan on enroll. in LTI Tech prog. | 6 | 4 | 7.4 | 5.3 | | | | | 7 | 5 | 9.1 | 6 |
| 5. Plan on enroll. voc-tech school other LTI | 6 | 5 | 7.4 | 6.6 | | | | | 2 | 1 | 2.6 | 1 |
| 6. Plan on enroll. in private busi. or trade sch. | 5 | 1 | 6.2 | 1.3 | | | | | 2 | 2 | 2.6 | 2 |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | - | | | | Horace Mann | | | Control | - | | | | Farnsworth | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| g h.s. prog. to<br>into LTI? | | | | | 1.70 | 1.40 | 1.78 | 1.83 | | | | | 1.54 | 1.44 | 1.53 | 1.79 |
| | 37 | 42 | 46.2 | 55.2 | | | | | 38 | 43 | 49.3 | 53.0 | | | | |
| offer prog. to<br>ds. | 15 | 9 | 18.7 | 11.8 | | | | | 12 | 13 | 15.5 | 16.0 | | | | |
| | 25 | 21 | 31.2 | 27.6 | | | | | 23 | 18 | 27.8 | 22.2 | | | | |
| possible | 3 | 4 | 3.7 | 5.2 | | | | | 4 | 7 | 5.1 | 8.6 | | | | |
| eer choice. | | | | | 3.48 | 3.40 | 1.41 | 1.35 | | | | | 3.29 | 3.36 | 1.67 | 1.24 |
| undecided | 10 | 5 | 12.3 | 6.5 | | | | | 8 | 3 | 10.5 | 3.5 | | | | |
| id. | 7 | 6 | 8.6 | 7.8 | | | | | 11 | 8 | 14.4 | 9.5 | | | | |
| decid. | 24 | 30 | 29.6 | 39.4 | | | | | 24 | 36 | 31.5 | 42.8 | | | | |
| in | 36 | 26 | 44.4 | 34.2 | | | | | 21 | 31 | 27.6 | 36.9 | | | | |
| n | 61 | 9 | 14.9 | 11.8 | | | | | 12 | 6 | 15.7 | 7.1 | | | | |
| s after com-<br>g.: | | | | | | | | | | | | | | | | |
| | 15 | 15 | 18.5 | 19.7 | | | | | 7 | 9 | 9.1 | 10.7 | | | | |
| ork. & taking<br>es | 3 | 5 | 3.7 | 6.6 | | | | | 9 | 5 | 11.7 | 6.0 | | | | |
| oll. in LTI | 3 | 1 | 3.7 | 1.3 | | | | | 1 | 4 | 1.3 | 4.8 | | | | |
| oll. in LTI | 6 | 4 | 7.4 | 5.3 | | | | | 7 | 5 | 9.1 | 6.0 | | | | |
| oll. voc-tech<br>r LTI | 6 | 5 | 7.4 | 6.6 | | | | | 2 | 1 | 2.6 | 1.2 | | | | |
| oll. in pri-<br>or trade sch. | 5 | 1 | 6.2 | 1.3 | | | | | 2 | 2 | 2.6 | 2.4 | | | | |

1973
Career Planning Survey - Secondary Level
. Grade 9

| | Expt. - Horace Mann | | | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 7. Plan on enroll. 2 yr. col. | 10 | 14 | 12.3 | 18.4 | | | | | 15 | 19 | 19.5 | 22 |
| 8. Plan on enroll. 4 yr. col. | 17 | 23 | 21.0 | 30.3 | | | | | 26 | 26 | 33.8 | 31 |
| 9. Other ________________ | 10 | 5 | 12.3 | 6.6 | | | | | 7 | 8 | 9.1 | 9 |
| 17. During school yr. been informed coop ed. program offered by school?: | | | | | 1.49 | 1.44 | 1.60 | 1.00 | | | | |
| 1. No | 40 | 40 | 50.6 | 53.5 | | | | | 47 | 58 | 61.8 | 69 |
| 2. Yes | 39 | 35 | 49.3 | 46.6 | | | | | 29 | 25 | 38.1 | 30 |
| 18. During school yr. has sch. assisted in obtain. job for any of follow. purposes?: | | | | | 1.28 | 1.15 | 1.03 | .65 | | | | |
| 1. No | 52 | 58 | 64.1 | 77.3 | | | | | 56 | 58 | 73.6 | 69 |
| 2. To acquire skills needed to complete | 21 | 8 | 25.9 | 10.6 | | | | | 12 | 16 | 15.7 | 19 |
| 3. My school prog. | 5 | 5 | 6.1 | 6.6 | | | | | 4 | 4 | 5.2 | 4 |
| 4. Earn money | 3 | 1 | 3.7 | 1.3 | | | | | 4 | 4 | 5.2 | 4 |
| 5. Other | | 3 | | 4.0 | | | | | | 1 | | 1 |
| 19. Do you know serv. W.S.E.S. provides? | | | | | 1.12 | 1.11 | .62 | .61 | | | | |
| 1 . No | 65 | 62 | 81.2 | 81.5 | | | | | 65 | 75 | 85.5 | 90 |
| 2. Yes | 14 | 14 | 17.5 | 18.4 | | | | | 11 | 8 | 14.8 | 9 |

1973
Career Planning Survey - Secondary Level

Grade 9

| | Expt. | - | | | Horace Mann | | | | Control | | - | | Farnsworth | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| oll. 2 yr. col. | 10 | 14 | 12.3 | 18.4 | | | | | 15 | 19 | 19.5 | 22.6 | | | | |
| oll. 4 yr. col. | 17 | 23 | 21.0 | 30.3 | | | | | 26 | 26 | 33.8 | 31.0 | | | | |
| | 10 | 5 | 12.3 | 6.6 | | | | | 7 | 8 | 9.1 | 9.5 | | | | |
| r. been in- program ol?: | | | | | 1.49 | 1.44 | 1.60 | 1.00 | | | | | 1.31 | 1.22 | .94 | .81 |
| | 40 | 40 | 50.6 | 53.5 | | | | | 47 | 58 | 61.8 | 69.8 | | | | |
| | 39 | 35 | 49.3 | 46.6 | | | | | 29 | 25 | 38.1 | 30.1 | | | | |
| r. has sch. ain. job for purposes?: | | | | | 1.28 | 1.15 | 1.03 | .65 | | | | | 1.18 | 1.22 | .74 | .91 |
| | 52 | 58 | 64.1 | 77.3 | | | | | 56 | 58 | 73.6 | 69.8 | | | | |
| skills needed | 21 | 8 | 25.9 | 10.6 | | | | | 12 | 16 | 15.7 | 19.2 | | | | |
| rog. | 5 | 5 | 6.1 | 6.6 | | | | | 4 | 4 | 5.2 | 4.8 | | | | |
| | 3 | 1 | 3.7 | 1.3 | | | | | 4 | 4 | 5.2 | 4.8 | | | | |
| | | 3 | | 4.0 | | | | | | 1 | | 1.2 | | | | |
| v. W.S.E.S. | | | | | 1.12 | 1.11 | .62 | .61 | | | | | 1.08 | 1.05 | .58 | .55 |
| | 65 | 62 | 81.2 | 81.5 | | | | | 65 | 75 | 85.5 | 90.3 | | | | |
| | 14 | 14 | 17.5 | 18.4 | | | | | 11 | 8 | 14.8 | 9.6 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 9

| | Expt. | - | | | Horace Mann | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 20. Have used Car. Info. Center in school?: | | | | | 2.84 | 2.88 | .66 | .62 | | | | |
| 1. No, don't know what it is | 11 | 8 | 13.9 | 10.5 | | | | | 30 | 33 | 33.9 | 40 |
| 2. No, am aware of it but have not used it | 8 | 7 | 10.1 | 9.2 | | | | | 8 | 3 | 10.3 | 3 |
| 3. Yes | 60 | 61 | 75.9 | 80.2 | | | | | 39 | 45 | 50.6 | 55 |
| 21. When first select car. or occupation?: | | | | | 2.89 | 2.83 | .61 | .69 | | | | |
| 1. Not selected. Go to 22. | 13 | 10 | 17.1 | 13.3 | | | | | 13 | 10 | 17.5 | 12 |
| 2. In elem. sch. Go to item 21.1 | 1 | 9 | 1.3 | 12.0 | | | | | 6 | 6 | 8.1 | 7 |
| 3. In jr. h.s. Please go to item 21.1 | 62 | 56 | 81.5 | 74.6 | | | | | 54 | 64 | 72.9 | 80 |
| 4. In 10th gr. Go to 21.1 | | | | | | | | | 1 | | 1.3 | |
| 5. In 11th gr. Go to 21.1 | | | | | | | | | | | | |
| 6. In 12th gr. Go to 21.1 | | | | | | | | | | | | |
| 21.2 What are employ. oppor. in car. in E. Wis.: | | | | | 1.71 | 1.34 | 1.93 | 1.83 | | | | |
| 1. Don't know | 26 | 25 | 47.2 | 59.5 | | | | | 22 | 34 | 37.2 | 52 |
| 2. Few job openings | 7 | 5 | 12.7 | 11.9 | | | | | 10 | 11 | 16.9 | 16 |
| 3. Many jobs as are qualified workers. | 18 | 6 | 32.7 | 14.2 | | | | | 17 | 11 | 28.8 | 16 |
| 4. More jobs than qualified workers. | 4 | 6 | 7.2 | 14.2 | | | | | 10 | 9 | 16.9 | 12 |

1973
Career Planning Survey - Secondary Level
Grade 9

| | Expt. | - | | | | Horace Mann | | | Control | - | | | | Farnsworth | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| Info. Center | | | | | 2.84 | 2.88 | .66 | .62 | | | | | 2.51 | 2.60 | 1.36 | 1.94 |
| now what it is | 11 | 8 | 13.9 | 10.5 | | | | | 30 | 33 | 33.9 | 40.7 | | | | |
| e of it but | | | | | | | | | | | | | | | | |
| ed it | 8 | 7 | 10.1 | 9.2 | | | | | 8 | 3 | 10.3 | 3.7 | | | | |
| | 60 | 61 | 75.9 | 80.2 | | | | | 39 | 45 | 50.6 | 55.5 | | | | |
| ct car. or | | | | | 2.89 | 2.83 | .61 | .69 | | | | | 2.83 | 2.88 | .76 | .63 |
| d. Go to 22. | 13 | 10 | 17.1 | 13.3 | | | | | 13 | 10 | 17.5 | 12.5 | | | | |
| h. Go to | 1 | 9 | 1.3 | 12.0 | | | | | 6 | 6 | 8.1 | 7.5 | | | | |
| Please go to | 62 | 56 | 81.5 | 74.6 | | | | | 54 | 64 | 72.9 | 80.0 | | | | |
| Go to 21.1 | | | | | | | | | 1 | | 1.3 | | | | | |
| Go to 21.1 | | | | | | | | | | | | | | | | |
| Go to 21.1 | | | | | | | | | | | | | | | | |
| . oppor. in | | | | | 1.71 | 1.34 | 1.93 | 1.83 | | | | | 2.25 | 1.46 | 2.05 | 1.86 |
| : | 26 | 25 | 47.2 | 59.5 | | | | | 22 | 34 | 37.2 | 52.3 | | | | |
| nings | 7 | 5 | 12.7 | 11.9 | | | | | 10 | 11 | 16.9 | 16.9 | | | | |
| s are quali- | | | | | | | | | | | | | | | | |
| s. | 18 | 6 | 32.7 | 14.2 | | | | | 17 | 11 | 28.8 | 16.9 | | | | |
| han qualified | | | | | | | | | | | | | | | | |
| | 4 | 6 | 7.2 | 14.2 | | | | | 10 | 9 | 16.9 | 12.8 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 9

| | Expt. | - | | | Horace Mann | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | | | | |
| 21.3 How much ed. need in order to enter car.? | | | | | 4.25 | 4.29 | 2.81 | 3.05 | | | | |
| 1. Less than h.s. diploma | 1 | 1 | 1.9 | 2.4 | | | | | 0 | 2 | 0 | |
| 2. H.s. diploma | 11 | 10 | 21.5 | 24.3 | | | | | 15 | 8 | 25.0 | 1 |
| 3. One yr. post school train | 6 | 4 | 11.7 | 9.7 | | | | | 4 | 7 | 6.6 | 11 |
| 4. Two yr. post school train | 10 | 7 | 19.6 | 17.0 | | | | | 14 | 11 | 23.3 | 1 |
| 5. Four yr. post school train. | 11 | 9 | 21.5 | 21.9 | | | | | 13 | 15 | 21.6 | 24 |
| 6. Grad. work | 6 | 6 | 11.7 | 14.6 | | | | | 3 | 10 | 5.0 | 1 |
| 7. Other | 6 | 4 | 11.7 | 9.7 | | | | | 11 | 8 | 13.3 | 1 |

### 1973
### Career Planning Survey - Secondary Level
### Grade 9

| | Expt. | - | | | Horace Mann | | | | Control | - | | | Farnsworth | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | | | | | | | | |
| eed in order to | | | | | 4.25 | 4.29 | 2.81 | 3.05 | | | | | 4.28 | 4.67 | 2.92 | 2.53 |
| h.s. diploma | 1 | 1 | 1.9 | 2.4 | | | | | 0 | 2 | 0 | 3.2 | | | | |
| oma | 11 | 10 | 21.5 | 24.3 | | | | | 15 | 8 | 25.0 | 13.1 | | | | |
| ost school train | 6 | 4 | 11.7 | 9.7 | | | | | 4 | 7 | 6.6 | 11.4 | | | | |
| ost school train | 10 | 7 | 19.6 | 17.0 | | | | | 14 | 11 | 23.3 | 18.0 | | | | |
| ost school | 11 | 9 | 21.5 | 21.9 | | | | | 13 | 15 | 21.6 | 24.5 | | | | |
| k | 6 | 6 | 11.7 | 14.6 | | | | | 3 | 10 | 5.0 | 16.3 | | | | |
| | 6 | 4 | 11.7 | 9.7 | | | | | 11 | 8 | 13.3 | 13.1 | | | | |

## 1973
## Career Planning Survey - Secondary Level
### Grade 10

| | Expt. | | – | | | North | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | | F | M | |
| 4. Program: | | | | | 1.97 | 1.92 | 1.73 | 2.38 | | | | |
| 1. General Ed. | 29 | 26 | 33.3 | 34.6 | | | | | 26 | 18 | 36.6 | 27 |
| 2. College Prep. | 31 | 27 | 35.6 | 36.0 | | | | | 25 | 23 | 35.2 | 35 |
| 3. Voc. (Capstone) | 11 | 1 | 12.6 | 1.3 | | | | | 3 | 9 | 4.2 | 13 |
| 4. Undecided | 16 | 21 | 18.3 | 28.0 | | | | | 17 | 15 | 23.9 | 23 |
| 5. If senior respond. If not, to item 6. Voc. course (Sr. yr.) in draft., graphics, Distr. ed., or office coop progr.: | | | | | | | .5 | .5 | | | | |
| 1. Yes (Go to item 5.1) | | | | | | | | | | | | |
| 2. No (To item 6.) | | | | | | | | | 2 | 1 | 100 | 1 |
| 5.1 What degree h.s. Voc. course related to Car. Choice? Check best response. | | | | | 1.00 | 3.00 | .5 | .5 | | | | |
| 1. Not made specific car. choice | 3 | | 100 | | | | | | 2 | 2 | 25 | 50 |
| 2. Little if any relationship | | | | | | | | | | 1 | | 25 |
| 3. Some rela. | | 1 | | 100 | | | | | 4 | 1 | 50 | 25 |
| 4. Considerable rela. | | | | | | | | | 1 | | 12.5 | |
| 5. Directly related. | | | | | | | | | 1 | | 12.5 | |

1973

## Career Planning Survey - Secondary Level

Grade 10

|  | Expt. - North |  |  |  |  |  |  |  | Control - South |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  | Mdn. |  | IQR |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
|  |  |  |  |  | 1.97 | 1.92 | 1.73 | 2.38 |  |  |  |  | 1.88 | 2.13 | 2.07 | 1.96 |
|  | 29 | 26 | 33.3 | 34.6 |  |  |  |  | 26 | 18 | 36.6 | 27.6 |  |  |  |  |
|  | 31 | 27 | 35.6 | 36.0 |  |  |  |  | 25 | 23 | 35.2 | 35.3 |  |  |  |  |
| e) | 11 | 1 | 12.6 | 1.3 |  |  |  |  | 3 | 9 | 4.2 | 13.8 |  |  |  |  |
|  | 16 | 21 | 18.3 | 28.0 |  |  |  |  | 17 | 15 | 23.9 | 23.0 |  |  |  |  |
| . If not, to |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| rse (Sr. yr.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| cs, Distr. ed., |  |  |  |  |  |  | .5 | .5 |  |  |  |  |  | 2.0 |  | .5 |
| ogr.: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| em 5.1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| .) |  |  |  |  |  |  |  |  | 2 | 1 | 100 | 100 |  |  |  |  |
| Voc. course |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| hoice? Check |  |  |  |  | 1.00 | 3.00 | .5 | .5 |  |  |  |  | 3.00 | 1.5 | 2.00 | 1.50 |
| ific car. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3 |  | 100 |  |  |  |  |  | 2 | 2 | 25 | 50 |  |  |  |  |
| relationship |  |  |  |  |  |  |  |  |  | 1 |  | 25 |  |  |  |  |
|  |  | 1 |  | 100 |  |  |  |  | 4 | 1 | 50 | 25 |  |  |  |  |
| rela. |  |  |  |  |  |  |  |  | 1 |  | 12.5 |  |  |  |  |  |
| ted. |  |  |  |  |  |  |  |  | 1 |  | 12.5 |  |  |  |  |  |

1973
Career Planning Survey - Secondary Level
Grade 10

| | Expt. | | - | | | North | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 5.2 What extent learned LTI courses & Prog. from H.s. voc. instructors? (12th gr. draft., graphics, distr. ed., office coop prog. instructors): | | | | | 2.75 | 2.50 | 1.88 | 1.00 | | | | |
| 1. Not taken courses | 1 | | 33 | | | | | | 1 | 3 | 14.2 | 35 |
| 2. Little if any info. given | | 1 | | 50 | | | | | 3 | 1 | 42.8 | 32 |
| 3. Some info. given. | 2 | 1 | 67 | 50 | | | | | 2 | 1 | 28.5 | 23 |
| 4. Considerable amt. info given | | | | | | | | | 1 | | 14.2 | 9 |
| 5. Rec'd all info. needed | | | | | | | | | | | | |
| 6. To what degree i.e., he.e., distr. ed., or office and business ed courses taken influenced selection of career? | | | | | 2.31 | 1.93 | 1.48 | 1.16 | | | | |
| 1. None | 20 | 23 | 22.9 | 30.6 | | | | | 16 | 23 | 22.5 | 35 |
| 2. Slightly | 29 | 34 | 33.3 | 45.3 | | | | | 28 | 21 | 39.4 | 32 |
| 3. Moderately | 30 | 16 | 34.4 | 21.3 | | | | | 22 | 15 | 30.9 | 23 |
| 4. Extensively | 8 | 2 | 9.1 | 2.6 | | | | | 5 | 6 | 7.0 | 9 |
| 7. Do g.e. courese (Eng., Math, Scie, etc.) in h.s. prog. provide skills and knowledges needed to enter car. of your choice | | | | | 2.60 | 2.50 | 1.24 | 1.16 | | | | |
| 1. Yes, completely | 12 | 7 | 13.7 | 9.4 | | | | | 7 | 11 | 9.8 | 16 |
| 2. Yes, for most part | 27 | 30 | 31.0 | 40.5 | | | | | 31 | 29 | 43.6 | 43 |
| 3. Yes, to some ext. | 44 | 34 | 50.5 | 45.9 | | | | | 31 | 25 | 43.6 | 37 |
| 4. No, please ind. area(s) in which you should be better prepared | 4 | 3 | 4.5 | 4.0 | | | | | 2 | 1 | 2.8 | 1 |

## 1973
## Career Planning Survey - Secondary Level
## Grade 10

| | Expt. - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ned LTI courses | | | | | | | | | | | | | | | | |
| . voc. instruc- | | | | | | | | | | | | | | | | |
| draft., | | | | | | | | | | | | | | | | |
| ed., office | | | | | 2.75 | 2.50 | 1.88 | 1.00 | | | | | 2.33 | 1.33 | 1.38 | 1.33 |
| uctors): | | | | | | | | | | | | | | | | |
| urses | 1 | | 33 | | | | | | 1 | 3 | 14.2 | 35.3 | | | | |
| y info. given | | 1 | | 50 | | | | | 3 | 1 | 42.8 | 32.3 | | | | |
| iven. | 2 | 1 | 67 | 50 | | | | | 2 | 1 | 28.5 | 23.0 | | | | |
| amt. info | | | | | | | | | | | | | | | | |
| | | | | | | | | | 1 | | 14.2 | 9.2 | | | | |
| fo. needed | | | | | | | | | | | | | | | | |
| .e., he.e., | | | | | | | | | | | | | | | | |
| ffice and busi- | | | | | | | | | | | | | | | | |
| taken influ- | | | | | 2.31 | 1.93 | 1.48 | 1.16 | | | | | 2.20 | 1.95 | 1.36 | 1.61 |
| of career? | | | | | | | | | | | | | | | | |
| | 20 | 23 | 22.9 | 30.6 | | | | | 16 | 23 | 22.5 | 35.3 | | | | |
| | 29 | 34 | 33.3 | 45.3 | | | | | 28 | 21 | 39.4 | 32.3 | | | | |
| | 30 | 16 | 34.4 | 21.3 | | | | | 22 | 15 | 30.9 | 23.0 | | | | |
| | 8 | 2 | 9.1 | 2.6 | | | | | 5 | 6 | 7.0 | 9.2 | | | | |
| (Eng., Math, | | | | | | | | | | | | | | | | |
| .s. prog. pro- | | | | | | | | | | | | | | | | |
| knowledges need- | | | | | 2.60 | 2.50 | 1.24 | 1.16 | | | | | 2.42 | 2.26 | 1.15 | 1.19 |
| of your choice | | | | | | | | | | | | | | | | |
| ly | 12 | 7 | 13.7 | 9.4 | | | | | 7 | 11 | 9.8 | 16.6 | | | | |
| part | 27 | 30 | 31.0 | 40.5 | | | | | 31 | 29 | 43.6 | 43.9 | | | | |
| ext. | 44 | 34 | 50.5 | 45.9 | | | | | 31 | 25 | 43.6 | 37.8 | | | | |
| nd. area(s) in | | | | | | | | | | | | | | | | |
| uld be better | 4 | 3 | 4.5 | 4.0 | | | | | 2 | 1 | 2.8 | 1.5 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 10

| | Expt. | | | - | | North | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| 8. To what ext. learned about LTI courses & Prog. from h.s. g.e. instructors (Eng., Math, Scie., etc.) | | | | | 1.73 | 1.22 | | .88 | | | | |
| 1. Little if any info. given | 36 | 52 | 41.3 | 69.3 | | | | | 41 | 36 | 56.9 | 54 |
| 2. Some info. given. | 33 | 18 | 37.9 | 24.0 | | | | | 23 | 25 | 31.9 | 37 |
| 3. Considerable info. given | 13 | 1 | 14.9 | 1.3 | | | | | 8 | 4 | 11.1 | 6 |
| 4. Received all needed. | 5 | 4 | 5.7 | 5.3 | | | | | | 1 | | 1 |
| 9. What ext. learned about LTI course & prog. from h.s. guidance coun.?: | | | | | 1.28 | 1.12 | 1.10 | .63 | | | | |
| 1. Little if any info. given | 56 | 60 | 64.3 | 80.0 | | | | | 42 | 48 | 58.3 | 72 |
| 2. Some info. given | 19 | 12 | 21.8 | 16.0 | | | | | 21 | 12 | 29.1 | 18 |
| 3. Consid. info. given | 11 | | 12.6 | | | | | | 9 | 6 | 12.5 | 9 |
| 4. Received all needed. | 1 | 3 | 1.1 | 4.0 | | | | | | | | |
| 10. Asst. received from guid. coun. in select. car.: | | | | | 1.37 | 1.49 | 1.09 | 1.10 | | | | |
| 1. None | 50 | 38 | 57.4 | 50.6 | | | | | 39 | 39 | 54.1 | 59 |
| 2. Some | 29 | 31 | 33.3 | 41.3 | | | | | 27 | 23 | 37.5 | 34 |
| 3. Enough to meet needs | 8 | 6 | 9.1 | 8.0 | | | | | 6 | 4 | 8.3 | 6 |

1973

## Career Planning Survey - Secondary Level

Grade 10

| | Expt. | - | | North | | | | | Control | - | | | South | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ed about LTI<br>om h.s. g.e.<br>Math, Scie., | | | | | 1.73 | 1.22 | | .88 | | | | | 1.38 | 1.42 | 1.13 | 1.08 |
| info. given | 36 | 52 | 41.3 | 69.3 | | | | | 41 | 36 | 56.9 | 54.5 | | | | |
| en. | 33 | 18 | 37.9 | 24.0 | | | | | 23 | 25 | 31.9 | 37.8 | | | | |
| nfo. given | 13 | 1 | 14.9 | 1.3 | | | | | 8 | 4 | 11.1 | 6.0 | | | | |
| eeded. | 5 | 4 | 5.7 | 5.3 | | | | | | 1 | | 1.5 | | | | |
| about LTI<br>m h.s. guid- | | | | | 1.28 | 1.12 | 1.10 | .63 | | | | | 1.36 | 1.19 | 1.14 | .78 |
| info. given | 56 | 60 | 64.3 | 80.0 | | | | | 42 | 48 | 58.3 | 72.7 | | | | |
| en | 19 | 12 | 21.8 | 16.0 | | | | | 21 | 12 | 29.1 | 18.1 | | | | |
| given | 11 | | 12.6 | | | | | | 9 | 6 | 12.5 | 9.0 | | | | |
| eeded. | 1 | 3 | 1.1 | 4.0 | | | | | | | | | | | | |
| m guid. coun. | | | | | 1.37 | 1.49 | 1.09 | 1.10 | | | | | 1.42 | 1.35 | 1.09 | 1.03 |
| | 50 | 38 | 57.4 | 50.6 | | | | | 39 | 39 | 54.1 | 59.0 | | | | |
| | 29 | 31 | 33.3 | 41.3 | | | | | 27 | 23 | 37.5 | 34.8 | | | | |
| needs | 8 | 6 | 9.1 | 8.0 | | | | | 6 | 4 | 8.3 | 6.0 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 10

| | Expt. | - | | | North | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 11. What ext. lrnd. LTI cour. & Prog from LTI staff members? | | | | | 1.44 | 1.19 | 1.44 | .86 | | | | |
| 1. No oppor. talk LTI staff members | 46 | 54 | 52.8 | 72.0 | | | | | 33 | 42 | 45.8 | 63 |
| 2. Little info. given | 21 | 11 | 24.1 | 14.6 | | | | | 17 | 10 | 23.6 | 15 |
| 3. Some info. given | 13 | 7 | 14.9 | 9.3 | | | | | 18 | 12 | 25.0 | 18 |
| 4. Cons. info. given | 5 | | 5.7 | | | | | | 3 | 2 | 4.1 | 3 |
| 5. Rec'd all info. needed | 2 | 3 | 2.2 | 4.0 | | | | | 1 | | 1.3 | |
| 12. In total, info rec'd LTI cour. & Prog. adequate meet needs selecting car. & post h.s. prog. | | | | | 2.93 | 3.06 | .86 | .82 | | | | |
| 1. Yes, very adequate | 5 | 6 | 5.9 | 8.1 | | | | | 6 | 5 | 8.4 | 7 |
| 2. Yes, for most part | 16 | 6 | 19.0 | 8.1 | | | | | 7 | 13 | 9.8 | 20 |
| 3. Sufficient, but could use more | 49 | 45 | 58.3 | 60.8 | | | | | 44 | 34 | 61.9 | 53 |
| 4. Inadequate, ind. what additional info. needed. | 14 | 17 | 16.6 | 22.9 | | | | | 14 | 12 | 19.7 | 18 |
| 13. Rec'd info. on univ. & post h.s. voc-techn. prog. (other than LTI) to meet need in select. car. & post h.s. prog.?: | | | | | 2.85 | 2.80 | 1.09 | 1.03 | | | | |
| 1. Yes, very adequate | 8 | 2 | 9.1 | 2.6 | | | | | 5 | 3 | 6.9 | 4 |
| 2. Yes, for most part | 19 | 23 | 21.8 | 30.6 | | | | | 12 | 14 | 16.6 | 21 |
| 3. Sufficient, but could use more | 47 | 41 | 54.0 | 54.6 | | | | | 42 | 41 | 58.3 | 62 |
| 4. Inadequate, indc. what addi info. needed: | 13 | 9 | 14.9 | 12.0 | | | | | 13 | 8 | 18.0 | 12 |

### 1973
### Career Planning Survey - Secondary Level
### Grade 10

| | Expt. | - | North | | | | | | Control | - | South | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| I cour. & Prog | | | | | 1.44 | 1.19 | 1.44 | .86 | | | | | 1.68 | 1.29 | 1.68 | 1.36 |
| bers? | | | | | | | | | | | | | | | | |
| LTI staff | | | | | | | | | | | | | | | | |
| | 46 | 54 | 52.8 | 72.0 | | | | | 33 | 42 | 45.8 | 63.6 | | | | |
| iven | 21 | 11 | 24.1 | 14.6 | | | | | 17 | 10 | 23.6 | 15.1 | | | | |
| en | 13 | 7 | 14.9 | 9.3 | | | | | 18 | 12 | 25.0 | 18.1 | | | | |
| ven | 5 | | 5.7 | | | | | | 3 | 2 | 4.1 | 3.0 | | | | |
| . needed | 2 | 3 | 2.2 | 4.0 | | | | | 1 | | 1.3 | | | | | |
| 'd LTI cour. | | | | | | | | | | | | | | | | |
| eet needs | | | | | 2.93 | 3.06 | .86 | .82 | | | | | 3.01 | 2.91 | .81 | 1.04 |
| ost h.s. prog. | | | | | | | | | | | | | | | | |
| uate | 5 | 6 | 5.9 | 8.1 | | | | | 6 | 5 | 8.4 | 7.8 | | | | |
| part | 16 | 6 | 19.0 | 8.1 | | | | | 7 | 13 | 9.8 | 20.3 | | | | |
| t could use | | | | | | | | | | | | | | | | |
| | 49 | 45 | 58.3 | 60.8 | | | | | 44 | 34 | 61.9 | 53.1 | | | | |
| d. what addi- | 14 | 17 | 16.6 | 22.9 | | | | | 14 | 12 | 19.7 | 18.7 | | | | |
| eeded. | | | | | | | | | | | | | | | | |
| v. & post h.s. | | | | | | | | | | | | | | | | |
| other than | | | | | 2.85 | 2.80 | 1.09 | 1.03 | | | | | 2.95 | 2.89 | .86 | .83 |
| in select. | | | | | | | | | | | | | | | | |
| rog.?: | | | | | | | | | | | | | | | | |
| uate | 8 | 2 | 9.1 | 2.6 | | | | | 5 | 3 | 6.9 | 4.5 | | | | |
| part | 19 | 23 | 21.8 | 30.6 | | | | | 12 | 14 | 16.6 | 21.2 | | | | |
| t could use | | | | | | | | | | | | | | | | |
| | 47 | 41 | 54.0 | 54.6 | | | | | 42 | 41 | 58.3 | 62.1 | | | | |
| dc. what addi | | | | | | | | | | | | | | | | |
| | 13 | 9 | 14.9 | 12.0 | | | | | 13 | 8 | 18.0 | 12.1 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 10

| | Expt. | - | North | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| 14. Plan or planning h.s. prog. to prep. for entry into LTI? | | | | | 1.39 | 1.22 | 2.07 | 1.49 | | | | |
| 1. No | 49 | 52 | 56.3 | 69.3 | | | | | 49 | 37 | 68.0 | 56 |
| 2. No, LTI not offer prog. to meet my needs. | 7 | 5 | 8.0 | 6.6 | | | | | 4 | 7 | 5.5 | 10 |
| 3. Somewhat | 18 | 15 | 20.6 | 20.0 | | | | | 18 | 20 | 25.0 | 30 |
| 4. As much as possible | 13 | 3 | 14.9 | 4.0 | | | | | 1 | 2 | 1.3 | 3 |
| 15. How sure of career choice? | | | | | 3.29 | 3.15 | 1.30 | 1.30 | | | | |
| 1. Completely undecided | 8 | 9 | 9.1 | 12.0 | | | | | 6 | 4 | 8.4 | 6 |
| 2. Quite undecid. | 7 | 7 | 8.0 | 9.3 | | | | | 17 | 9 | 23.9 | 13 |
| 3. Somewhat undecided. | 36 | 33 | 41.3 | 44.0 | | | | | 28 | 27 | 39.4 | 40 |
| 4. Quite certain | 29 | 19 | 33.3 | 25.3 | | | | | 17 | 19 | 33.9 | 28 |
| 5. Very certain | 7 | 7 | 8.0 | 9.3 | | | | | 3 | 7 | 4.2 | 10 |
| 16. What ed. plans after complete h.s. prog: | | | | | | | | | | | | |
| 1. None | 23 | 19 | 26.4 | 25.3 | | | | | 12 | 9 | 16.7 | 13 |
| 2. I pan on work. & taking even. course | 5 | 7 | 5.7 | 9.3 | | | | | 6 | 4 | 8.3 | 6 |
| 3. Plan on enroll in LTI Voc-prog. | 4 | 4 | 4.6 | 5.3 | | | | | 5 | 9 | 6.9 | 13 |
| 4. Plan on enroll. in LTI Tech-prog. | 12 | 3 | 13.8 | 4.0 | | | | | 4 | 4 | 5.6 | 6 |
| 5. Plan on enroll. voc-tech sc. other than LTI | 2 | | 2.3 | | | | | | 2 | 1 | 2.8 | 1 |
| 6. Plan on enroll in private business or trade school | 1 | 2 | 1.1 | 2.7 | | | | | 5 | 1 | 6.9 | 1 |

1973

Career Planning Survey - Secondary Level

Grade 10

| | Expt. | - | North | | | | | | Control | - | South | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| prog. to | | | | | 1.39 | 1.22 | 2.07 | 1.49 | | | | | 1.23 | 1.39 | 1.69 | 1.83 |
| TI? | | | | | | | | | | | | | | | | |
| | 49 | 52 | 56.3 | 69.3 | | | | | 49 | 37 | 68.0 | 56.0 | | | | |
| prog. to | | | | | | | | | | | | | | | | |
| | 7 | 5 | 8.0 | 6.6 | | | | | 4 | 7 | 5.5 | 10.6 | | | | |
| | 18 | 15 | 20.6 | 20.0 | | | | | 18 | 20 | 25.0 | 30.3 | | | | |
| e | 13 | 3 | 14.9 | 4.0 | | | | | 1 | 2 | 1.3 | 3.0 | | | | |
| ice? | | | | | 3.29 | 3.15 | 1.30 | 1.30 | | | | | 2.95 | 3.24 | 1.44 | 1.37 |
| ed | 8 | 9 | 9.1 | 12.0 | | | | | 6 | 4 | 8.4 | 6.0 | | | | |
| | 7 | 7 | 8.0 | 9.3 | | | | | 17 | 9 | 23.9 | 13.6 | | | | |
| . | 36 | 33 | 41.3 | 44.0 | | | | | 28 | 27 | 39.4 | 40.9 | | | | |
| | 29 | 19 | 33.3 | 25.3 | | | | | 17 | 19 | 33.9 | 28.7 | | | | |
| | 7 | 7 | 8.0 | 9.3 | | | | | 3 | 7 | 4.2 | 10.6 | | | | |
| omplete | | | | | | | | | | | | | | | | |
| | 23 | 19 | 26.4 | 25.3 | | | | | 12 | 9 | 16.7 | 13.6 | | | | |
| aking even. | | | | | | | | | | | | | | | | |
| | 5 | 7 | 5.7 | 9.3 | | | | | 6 | 4 | 8.3 | 6.1 | | | | |
| LTI Voc- | | | | | | | | | | | | | | | | |
| | 4 | 4 | 4.6 | 5.3 | | | | | 5 | 9 | 6.9 | 13.6 | | | | |
| LTI Tech- | | | | | | | | | | | | | | | | |
| | 12 | 3 | 13.8 | 4.0 | | | | | 4 | 4 | 5.6 | 6.1 | | | | |
| c-tech sc. | | | | | | | | | | | | | | | | |
| | 2 | | 2.3 | | | | | | 2 | 1 | 2.8 | 1.5 | | | | |
| private school | 1 | 2 | 1.1 | 2.7 | | | | | 5 | 1 | 6.9 | 1.5 | | | | |

### 1973
### Career Planning Survey - Secondary Level
### Grade 10

| | Expt. | - | North | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 7. Plan on enroll. 2 yr. coll. | 4 | 6 | 4.6 | 8.0 | | | | | 9 | 7 | 9.7 | 10 |
| 8. Plan on enroll. 4 yr. coll. | 26 | 23 | 29.9 | 30.7 | | | | | 19 | 19 | 26.4 | 28 |
| 9. Other | 6 | 10 | 6.9 | 13.3 | | | | | 9 | 10 | 12.5 | 15 |
| 17. During school yr. been informed coop ed. prog. offered by school | | | | | 1.36 | 1.56 | .97 | .995 | | | | |
| 1. No | 50 | 35 | 58.1 | 46.6 | | | | | 47 | 42 | 65.2 | 63 |
| 2. Yes | 36 | 40 | 41.8 | 53.3 | | | | | 25 | 24 | 34.7 | 30 |
| 18. During school yr. has sch. assisted in obtain. job for any of follow purposes? | | | | | 1.16 | 1.03 | .66 | .53 | | | | |
| 1. No | 66 | 70 | 75.8 | 94.5 | | | | | 57 | 58 | 79.1 | 89 |
| 2. To acquire skills needed to complete | 8 | 1 | 9.1 | 1.3 | | | | | 4 | 5 | 5.5 | 7 |
| 3. My school prog. | 4 | 1 | 4.5 | 1.3 | | | | | 3 | | 4.1 | |
| 4. Earn money | 9 | 2 | 10.3 | 2.7 | | | | | 8 | 2 | 11.1 | 3 |
| 5. Other | | | | | | | | | | | | |
| 19. Do you know serv. W.S.E.S. provides? | | | | | 1.10 | 1.15 | .60 | .65 | | | | |
| 1. No | 73 | 58 | 83.9 | 77.3 | | | | | 63 | 58 | 88.7 | 87 |
| 2. Yes | 14 | 17 | 16.0 | 22.6 | | | | | 8 | 8 | 11.2 | 12 |
| 20. Have used Car. Info Center in sch | | | | | 2.75 | 2.36 | .87 | 1.00 | | | | |
| 1. No, don't know what it is | | 2 | | 2.6 | | | | | 38 | 44 | 52.7 | 67 |
| 2. No, am aware of it but have not used it | 29 | 41 | 33.3 | 54.6 | | | | | 34 | 17 | 33.3 | 26 |
| 3. Yes | 58 | 32 | 66.6 | 42.6 | | | | | 10 | 4 | 13.8 | 6 |

### 1973
### Career Planning Survey - Secondary Level
### Grade 10

|  | Expt. | - |  |  | North |  |  |  | Control | - |  |  | South |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  | Mdn. |  | IQR |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| yr. coll. | 4 | 6 | 4.6 | 8.0 |  |  |  |  | 9 | 7 | 9.7 | 10.6 |  |  |  |  |
| yr. coll. | 26 | 23 | 29.9 | 30.7 |  |  |  |  | 19 | 19 | 26.4 | 28.8 |  |  |  |  |
|  | 6 | 10 | 6.9 | 13.3 |  |  |  |  | 9 | 10 | 12.5 | 15.2 |  |  |  |  |
| n informed |  |  |  |  | 1.36 | 1.56 | .97 | .995 |  |  |  |  | 1.27 | 1.29 | .90 | .92 |
| d by school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 50 | 35 | 58.1 | 46.6 |  |  |  |  | 47 | 42 | 65.2 | 63.6 |  |  |  |  |
|  | 36 | 40 | 41.8 | 53.3 |  |  |  |  | 25 | 24 | 34.7 | 30.3 |  |  |  |  |
| sch. as- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| for any |  |  |  |  | 1.16 | 1.03 | .66 | .53 |  |  |  |  | 1.13 | 1.06 | .63 | .56 |
|  | 66 | 70 | 75.8 | 94.5 |  |  |  |  | 57 | 58 | 79.1 | 89.2 |  |  |  |  |
| needed to |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 8 | 1 | 9.1 | 1.3 |  |  |  |  | 4 | 5 | 5.5 | 7.6 |  |  |  |  |
|  | 4 | 1 | 4.5 | 1.3 |  |  |  |  | 3 |  | 4.1 |  |  |  |  |  |
|  | 9 | 2 | 10.3 | 2.7 |  |  |  |  | 8 | 2 | 11.1 | 3. |  |  |  |  |
| .E.S. |  |  |  |  | 1.10 | 1.15 | .60 | .65 |  |  |  |  | 1.06 | 1.07 | .56 | .57 |
|  | 73 | 58 | 83.9 | 77.3 |  |  |  |  | 63 | 58 | 88.7 | 87.8 |  |  |  |  |
|  | 14 | 17 | 16.0 | 22.6 |  |  |  |  | 8 | 8 | 11.2 | 12.1 |  |  |  |  |
| enter in sch |  |  |  |  | 2.75 | 2.36 | .87 | 1.00 |  |  |  |  | 1.45 | 1.24 | 1.19 | .91 |
| at it is |  | 2 |  | 2.6 |  |  |  |  | 38 | 44 | 52.7 | 67.6 |  |  |  |  |
| t but have |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 29 | 41 | 33.3 | 54.6 |  |  |  |  | 34 | 17 | 33.3 | 26.1 |  |  |  |  |
|  | 58 | 32 | 66.6 | 42.6 |  |  |  |  | 10 | 4 | 13.8 | 6.1 |  |  |  |  |

1973
Career Planning Survey - Secondary Level
Grade 10

| | Expt. | - | North | | | | | | Control | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % |
| | M | F | M | F | M | F | M | F | M | F | M |
| 21. When first select car. or occup. | | | | | 2.96 | 2.65 | 1.73 | 2.00 | | | |
| 1. Not selected. Go to 22 | 19 | 26 | 24.0 | 35.1 | | | | | 28 | 23 | 40.0 |
| 2. In elem. school, go to 21.1 | 3 | 6 | 3.7 | 8.1 | | | | | 1 | 4 | 1.4 |
| 3. In jr. h.s. Go to 21.1 | 38 | 33 | 48.1 | 44.5 | | | | | 28 | 22 | 40.0 |
| 4. In 10th gr. Go to 21.1 | 17 | 9 | 21.5 | 12.1 | | | | | 13 | 13 | 18.5 |
| 5. In 11th gr. Go to 21.1 | 1 | | 1.2 | | | | | | | 1 | |
| 6. In 12th gr. Go to 21.1 | 1 | | 1.2 | | | | | | | | |
| 21.2 What are employ. oppor. in car. in E. Wis.? | | | | | 1.46 | 1.41 | 1.85 | 1.64 | | | |
| 1. Don't know | 29 | 23 | 51.7 | 54.7 | | | | | 17 | 28 | 45.9 |
| 2. Few job openings | 10 | 8 | 17.8 | 19.0 | | | | | 6 | 5 | 16.2 |
| 3. Many jobs as are qualified workers | 9 | 5 | 16.0 | 11.9 | | | | | 8 | 4 | 21.6 |
| 4. More jobs than qualified workers | 8 | 5 | 14.2 | 11.9 | | | | | 6 | | 16.2 |
| 21.3 How much ed. need in order to enter car.?: | | | | | 3.82 | 4.30 | 2.87 | 3.70 | | | |
| 1. Less than h.s. diploma | 2 | | 3.6 | | | | | | 3 | 1 | 8.8 |
| 2. H.s. diploma | 18 | 10 | 32.7 | 26.3 | | | | | 7 | 9 | 20.5 |
| 3. One yr. post school train. | 4 | 5 | 7.2 | 13.1 | | | | | 2 | 3 | 5.8 |
| 4. two yr. post shool train. | 11 | 5 | 20.0 | 13.1 | | | | | 9 | 3 | 26.4 |
| 5. Four yr. post school train. | 12 | 13 | 21.8 | 34.2 | | | | | 10 | 15 | 29.4 |
| 6. Grad. work | 4 | 1 | 7.2 | 2.6 | | | | | 1 | 1 | 2.9 |
| 7. Other | 4 | 4 | 7.2 | 10.5 | | | | | 2 | 2 | 5.8 |

1973
Career Planning Survey - Secondary Level
Grade 10

| | Expt. | - | | | North | | | | Control | | - | | | South | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ar. or occup. | | | | | 2.96 | 2.65 | 1.73 | 2.00 | | | | | 2.71 | 2.70 | 2.21 | 2.24 |
| o to 22 | 19 | 26 | 24.0 | 35.1 | | | | | 28 | 23 | 40.0 | 36.5 | | | | |
| , go to 21.1 | 3 | 6 | 3.7 | 8.1 | | | | | 1 | 4 | 1.4 | 6.3 | | | | |
| to 21.1 | 38 | 33 | 48.1 | 44.5 | | | | | 28 | 22 | 40.0 | 34.9 | | | | |
| to 21.1 | 17 | 9 | 21.5 | 12.1 | | | | | 13 | 13 | 18.5 | 20.6 | | | | |
| to 21.1 | 1 | | 1.2 | | | | | | | 1 | | 1.5 | | | | |
| to 21.1 | 1 | | 1.2 | | | | | | | | | | | | | |
| por. in car. | | | | | 1.46 | 1.41 | 1.85 | 1.64 | | | | | 1.75 | 1.16 | 2.05 | .66 |
| | 29 | 23 | 51.7 | 54.7 | | | | | 17 | 28 | 45.9 | 75.6 | | | | |
| s | 10 | 8 | 17.8 | 19.0 | | | | | 6 | 5 | 16.2 | 13.5 | | | | |
| e qualified | | | | | | | | | | | | | | | | |
| | 9 | 5 | 16.0 | 11.9 | | | | | 8 | 4 | 21.6 | 10.8 | | | | |
| qualified | | | | | | | | | | | | | | | | |
| | 8 | 5 | 14.2 | 11.9 | | | | | 6 | | 16.2 | | | | | |
| n order to | | | | | 3.82 | 4.30 | 2.87 | 3.70 | | | | | 4.06 | 4.57 | 2.66 | 2.80 |
| diploma | 2 | | 3.6 | | | | | | 3 | 1 | 8.8 | 2.9 | | | | |
| | 18 | 10 | 32.7 | 26.3 | | | | | 7 | 9 | 20.5 | 26.4 | | | | |
| hool train. | 4 | 5 | 7.2 | 13.1 | | | | | 2 | 3 | 5.8 | 8.8 | | | | |
| ool train. | 11 | 5 | 20.0 | 13.1 | | | | | 9 | 3 | 26.4 | 8.8 | | | | |
| chool train. | 12 | 13 | 21.8 | 34.2 | | | | | 10 | 15 | 29.4 | 44.1 | | | | |
| | 4 | 1 | 7.2 | 2.6 | | | | | 1 | 1 | 2.9 | 2.9 | | | | |
| | 4 | 4 | 7.2 | 10.5 | | | | | 2 | 2 | 5.8 | 5.8 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 12

| | Expt. | - | North | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 4. Program: | | | | | 2.11 | 1.92 | 1.68 | 1.42 | | | | |
| 1. General Ed. | 32 | 23 | 29.3 | 34.3 | | | | | 7 | 8 | 10.6 | 1 |
| 2. College Prep. | 37 | 25 | 33.9 | 32.3 | | | | | 44 | 28 | 66.0 | 5 |
| 3. Voc. (Capstone) | 24 | 15 | 22.0 | 22.3 | | | | | 10 | 8 | 15.1 | 1 |
| 4. Undecided | 16 | 4 | 14.6 | 5.9 | | | | | 5 | 5 | 7.5 | 1 |
| 5. If senior respond. If not, to item 6. Voc. course (Sr. year) in draft., graphics, dist. ed. or office coop prog.: | | | | | 1.75 | 1.83 | .87 | .68 | | | | |
| 1. Yes (Go to item 5.1) | 33 | 16 | 33.0 | 25.3 | | | | | 5 | 9 | 8.3 | 2 |
| 2. No (to item 6.) | 67 | 47 | 67.0 | 74.6 | | | | | 55 | 35 | 91.0 | 7 |
| 5.1 What degree h.s. Voc. courses related to career choice? Check best response | | | | | 3.11 | 2.94 | 2.48 | 2.03 | | | | |
| 1. Not made specific career choice. | 9 | 5 | 23.0 | 23.3 | | | | | 2 | 1 | 25.0 | 10 |
| 2. Little if any relationship | 5 | 2 | 12.8 | 7.5 | | | | | 1 | | 12.5 | |
| 3. Some relationship | 9 | 8 | 23.0 | 33.0 | | | | | 2 | 2 | 25.0 | 20 |
| 4. Considerable relationship | 10 | 5 | 25.6 | 23.5 | | | | | 2 | 6 | 25.0 | 60 |
| 5. Directly related | 6 | 1 | 15.3 | 4.7 | | | | | 1 | 1 | 2.5 | 10 |

## 1973
## Career Planning Survey - Secondary Level
## Grade 12

| | Expt. | - | North | | | | | | Control | - | South | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | | | | | 2.11 | 1.92 | 1.68 | 1.42 | | | | | 2.09 | 2.09 | .75 | .94 |
| . | 32 | 23 | 29.3 | 34.3 | | | | | 7 | 8 | 10.6 | 16.3 | | | | |
| ep. | 37 | 25 | 33.9 | 32.3 | | | | | 44 | 28 | 66.0 | 57.1 | | | | |
| one) | 24 | 15 | 22.0 | 22.3 | | | | | 10 | 8 | 15.1 | 16.3 | | | | |
| | 16 | 4 | 14.6 | 5.9 | | | | | 5 | 5 | 7.5 | 10.2 | | | | |
| pond. If not, | | | | | | | | | | | | | | | | |
| oc. course (Sr. | | | | | | | | | | | | | | | | |
| ., graphics, | | | | | | | | | | | | | | | | |
| office coop | | | | | | | | | | | | | | | | |
| | | | | | 1.75 | 1.83 | .87 | .68 | | | | | 1.95 | 1.87 | .55 | .63 |
| item 5.1) | 33 | 16 | 33.0 | 25.3 | | | | | 5 | 9 | 8.3 | 20.4 | | | | |
| n 6.) | 67 | 47 | 67.0 | 74.6 | | | | | 55 | 35 | 91.0 | 79.5 | | | | |
| h.s. Voc. | | | | | | | | | | | | | | | | |
| ed to career | | | | | | | | | | | | | | | | |
| best response | | | | | 3.11 | 2.94 | 2.48 | 2.03 | | | | | 3.00 | 3.83 | 2.50 | 1.00 |
| pecific career | | | | | | | | | | | | | | | | |
| | 9 | 5 | 23.0 | 23.3 | | | | | 2 | 1 | 25.0 | 10.0 | | | | |
| ny relation- | | | | | | | | | | | | | | | | |
| | 5 | 2 | 12.8 | 7.5 | | | | | 1 | | 12.5 | | | | | |
| ionship | 9 | 8 | 23.0 | 33.0 | | | | | 2 | 2 | 25.0 | 20.0 | | | | |
| le relationship | 10 | 5 | 25.6 | 23.5 | | | | | 2 | 6 | 25.0 | 60.0 | | | | |
| elated | 6 | 1 | 15.3 | 4.7 | | | | | 1 | 1 | 2.5 | 10.0 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 12

|  | Expt. | - | North |  |  |  |  |  | Control |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F |
| 5.2 What extent learned LTI course & Prog. from h.s. voc. instructors? (12th gr. draft., graphics, dist ed., office coop prog. instructors.): |  |  |  |  | 3.14 | 3.11 | 1.17 | 1.23 |  |  |  |  |
| 1. Not taken courses. | 2 | 2 | 5.7 | 10.5 |  |  |  |  |  |  |  |  |
| 2. Little if any info given | 4 | 2 | 11.4 | 10.5 |  |  |  |  | 1 | 2 | 14.2 | 16. |
| 3. Some info given | 18 | 9 | 51.4 | 47.3 |  |  |  |  | 4 | 6 | 57.1 | 50 |
| 4. Considerable amt. info given | 7 | 4 | 20.0 | 21.0 |  |  |  |  | 1 | 2 | 14.2 | 16 |
| 5. Rec'd all info needed | 4 | 2 | 11.4 | 10.5 |  |  |  |  | 1 | 2 | 14.2 | 16 |
| 6. To what degree i.e., h.e., distr. ed., or office & busi. ed. courses taken influenced selection of career? |  |  |  |  | 2.19 | 2.46 | 1.68 | 1.92 |  |  |  |  |
| 1. None | 33 | 21 | 30.0 | 31.3 |  |  |  |  | 24 | 14 | 31.3 | 28 |
| 2. Slightly | 32 | 13 | 29.0 | 19.4 |  |  |  |  | 22 | 17 | 33.3 | 34 |
| 3. Moderately | 34 | 22 | 30.9 | 32.0 |  |  |  |  | 14 | 13 | 21.2 | 36 |
| 4. Extensively | 11 | 11 | 10.0 | 16.4 |  |  |  |  | 6 | 5 | 9.0 | 10 |

1973
Career Planning Survey - Secondary Level
Grade 12

| | Expt. | - | North | | | | | | Control | - | South | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| learned LTI<br>. from h.s.<br>ors? (12th<br>raphics, dist<br>oop prog. in- | | | | | | | | | | | | | | | | |
| | | | | | 3.14 | 3.11 | 1.17 | 1.23 | | | | | 3.12 | 3.17 | 1.06 | 1.33 |
| courses. | 2 | 2 | 5.7 | 10.5 | | | | | | | | | | | | |
| any info | | | | | | | | | | | | | | | | |
| | 4 | 2 | 11.4 | 10.5 | | | | | 1 | 2 | 14.2 | 16.6 | | | | |
| given | 18 | 9 | 51.4 | 47.3 | | | | | 4 | 6 | 57.1 | 50.0 | | | | |
| le amt. info | | | | | | | | | | | | | | | | |
| | 7 | 4 | 20.0 | 21.0 | | | | | 1 | 2 | 14.2 | 16.0 | | | | |
| info needed | 4 | 2 | 11.4 | 10.5 | | | | | 1 | 2 | 14.2 | 16.6 | | | | |
| e i.e., h.e.,<br>r office &<br>rses taken | | | | | 2.19 | 2.46 | 1.68 | 1.92 | | | | | 1.91 | 2.12 | 1.56 | 1.57 |
| lection of | | | | | | | | | | | | | | | | |
| | 33 | 21 | 30.0 | 31.3 | | | | | 24 | 14 | 31.3 | 28.5 | | | | |
| | 32 | 13 | 29.0 | 19.4 | | | | | 22 | 17 | 33.3 | 34.6 | | | | |
| y | 34 | 22 | 30.9 | 32.0 | | | | | 14 | 13 | 21.2 | 36.5 | | | | |
| ly | 11 | 11 | 10.0 | 16.4 | | | | | 6 | 5 | 9.0 | 10.2 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 12

| | Expt. | - | North | | | | | | Control | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % |
| | M | F | M | F | M | F | M | F | M | F | M |
| 7. Do g.e. courses (Eng., Math, Scie., etc.) in h.s. prog. provide skills and knowledge needed to enter career of your choice? | | | | | 2.37 | 2.52 | 2.20 | 1.18 | | | |
| 1. Yes, completely | 16 | 7 | 14.5 | 10.4 | | | | | 7 | 9 | 10.6 |
| 2. Yes, for most part | 45 | 26 | 40.9 | 38.8 | | | | | 31 | 20 | 41.9 |
| 3 Yes, to some extent | 47 | 31 | 40.7 | 46.2 | | | | | 24 | 18 | 36.3 |
| 4. No, please ind. area(s) in which you should be better prepared | 2 | 3 | 1.8 | 4.4 | | | | | 4 | 2 | 6.0 |
| 8. To what ext. learned about LTI courses & prog. from h.s g.e. instructors (Eng., math scie., etc.) | | | | | 1.78 | 1.75 | 1.23 | 1.27 | | | |
| 1. Little if any info given | 42 | 27 | 38.1 | 40.9 | | | | | 35 | 23 | 53.0 |
| 2. Some info given | 46 | 26 | 41.8 | 38.8 | | | | | 16 | 19 | 24.2 |
| 3. Considerable info given | 15 | 13 | 13.6 | 19.4 | | | | | 9 | 6 | 13.6 |
| 4. Received all needed | 7 | 1 | 6.3 | 1.4 | | | | | 6 | 1 | 9.0 |
| 9. What ext. learned about LTI courses & prog. from h.s. coun.?: | | | | | 1.81 | 1.79 | 1.39 | 1.29 | | | |
| 1. Little if any info given | 43 | 26 | 39.0 | 38.8 | | | | | 39 | 18 | 59.0 |
| 2. Some info given | 39 | 26 | 35.4 | 38.8 | | | | | 16 | 21 | 24.2 |
| 3. Consid. info given | 18 | 11 | 16.3 | 16.4 | | | | | 6 | 5 | 9.0 |
| 4. Received all needed | 10 | 4 | 9.0 | 5.9 | | | | | 5 | 5 | 7.5 |

1973
Career Planning Survey - Secondary Level
Grade 12

| | Expt. | | | | - | | North | | Control | | | | - | | South | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| s (Eng., Math, n h.s. prog. and knowledge r career of | | | | | | | | | | | | | | | | |
| | | | | | 2.37 | 2.52 | 2.20 | 1.18 | | | | | 2.34 | 2.28 | 1.17 | 1.27 |
| tely | 16 | 7 | 14.5 | 10.4 | | | | | 7 | 9 | 10.6 | 18.3 | | | | |
| st part | 45 | 26 | 40.9 | 38.8 | | | | | 31 | 20 | 41.9 | 40.8 | | | | |
| e extent | 47 | 31 | 40.7 | 46.2 | | | | | 24 | 18 | 36.3 | 36.7 | | | | |
| ind. area(s) u should be ared | 2 | 3 | 1.8 | 4.4 | | | | | 4 | 2 | 6.0 | 4.0 | | | | |
| earned about prog. from h.s rs (Eng., math | | | | | | | | | | | | | | | | 1.43 |
| | | | | | 1.78 | 1.75 | 1.23 | 1.27 | | | | | 1.44 | 1.58 | | 1.19 |
| ny info given | 42 | 27 | 38.1 | 40.9 | | | | | 35 | 23 | 53.0 | 46.9 | | | | |
| iven | 46 | 26 | 41.8 | 38.8 | | | | | 16 | 19 | 24.2 | 38.7 | | | | |
| e info given | 15 | 13 | 13.6 | 19.4 | | | | | 9 | 6 | 13.6 | 12.2 | | | | |
| l needed | 7 | 1 | 6.3 | 1.4 | | | | | 6 | 1 | 9.0 | 2.0 | | | | |
| ned about LTI . from h.s. | | | | | | | | | | | | | | | | |
| | | | | | 1.81 | 1.79 | 1.39 | 1.29 | | | | | 1.35 | 1.81 | 1.23 | 1.21 |
| ny info given | 43 | 26 | 39.0 | 38.8 | | | | | 39 | 18 | 59.0 | 36.7 | | | | |
| iven | 39 | 26 | 35.4 | 38.8 | | | | | 16 | 21 | 24.2 | 42.8 | | | | |
| o given | 18 | 11 | 16.3 | 16.4 | | | | | 6 | 5 | 9.0 | 10.2 | | | | |
| l needed | 10 | 4 | 9.0 | 5.9 | | | | | 5 | 5 | 7.5 | 10.2 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 12

| | Expt. | | | | - | North | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| 10. Asst. received from guid coun. in select car.? | | | | | 1.96 | 1.94 | 1.27 | 1.07 | | | | |
| 1. None | 34 | 19 | 30.9 | 28.3 | | | | | 23 | 18 | 34.8 | 36. |
| 2. Some | 46 | 33 | 41.8 | 49.2 | | | | | 34 | 16 | 51.5 | 32. |
| 3. Enough to meet needs | 30 | 15 | 27.2 | 22.3 | | | | | 9 | 15 | 13.6 | 30. |
| 11. What ext. lrnd. LTI cour. & Prog. from LTI staff members? | | | | | 1.42 | 1.65 | 1.98 | 2.03 | | | | |
| 1. No oppor. talk LTI staff members | 60 | 32 | 59.5 | 47.7 | | | | | 37 | 26 | 56.0 | 53. |
| 2. Little info given | 11 | 10 | 10.0 | 14.9 | | | | | 10 | 10 | 24.2 | 40. |
| 3. Some | 26 | 15 | 23.6 | 22.3 | | | | | 9 | 9 | 13.6 | 18. |
| 4. Cons. info given | 8 | 6 | 7.2 | 8.9 | | | | | 1 | 1 | 1.5 | 2. |
| 5. Rec'd all info needed | 5 | 4 | 4.5 | 5.9 | | | | | 3 | 3 | 4.5 | 6. |
| 12. In total, info rec'd LTI cour. & prog. adequate meet needs selecting car. & post h.s. prog.? | | | | | 2.70 | 2.52 | 1.42 | 1.30 | | | | |
| 1. Yes, very adequate | 11 | 8 | 10.1 | 12.3 | | | | | 6 | 8 | 9.3 | 17. |
| 2. Yes, for most part | 35 | 24 | 32.4 | 36.9 | | | | | 12 | 11 | 18.7 | 23. |
| 3. Sufficient, but could use more | 40 | 26 | 37.0 | 40.0 | | | | | 34 | 24 | 53.1 | 51. |
| 4. Inadequate, ind. what info needed: | 22 | 7 | 20.3 | 10.7 | | | | | 12 | 4 | 18.7 | 8. |

1973

Career Planning Survey - Secondary Level

Grade 12

| | Expt. | | | | - North | | | | Control | | | | - South | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| from guid | | | | | | | | | | | | | | | | |
| t car.? | | | | | 1.96 | 1.94 | 1.27 | 1.07 | | | | | 1.79 | 1.91 | 1.06 | 1.50 |
| | 34 | 19 | 30.9 | 28.3 | | | | | 23 | 18 | 34.8 | 36.7 | | | | |
| | 46 | 33 | 41.8 | 49.2 | | | | | 34 | 16 | 51.5 | 32.6 | | | | |
| eet needs | 30 | 15 | 27.2 | 22.3 | | | | | 9 | 15 | 13.6 | 30.6 | | | | |
| . LTI cour. | | | | | | | | | | | | | | | | |
| TI staff | | | | | | | | | | | | | | | | |
| | | | | | 1.42 | 1.65 | 1.98 | 2.03 | | | | | 1.39 | 1.44 | 1.34 | 1.61 |
| alk LTI staff | | | | | | | | | | | | | | | | |
| | 60 | 32 | 59.5 | 47.7 | | | | | 37 | 26 | 56.0 | 53.0 | | | | |
| given | 11 | 10 | 10.0 | 14.9 | | | | | 10 | 10 | 24.2 | 40.4 | | | | |
| | 26 | 15 | 23.6 | 22.3 | | | | | 9 | 9 | 13.6 | 18.3 | | | | |
| given | 8 | 6 | 7.2 | 8.9 | | | | | 1 | 1 | 1.5 | 2.0 | | | | |
| nfo needed | 5 | 4 | 4.5 | 5.9 | | | | | 3 | 3 | 4.5 | 6.1 | | | | |
| rec'd LTI | | | | | | | | | | | | | | | | |
| dequate meet | | | | | | | | | | | | | | | | |
| g car. & post | | | | | | | | | | | | | | | | |
| | | | | | 2.70 | 2.52 | 1.42 | 1.30 | | | | | 2.91 | 2.67 | 1.05 | 1.34 |
| dequate | 11 | 8 | 10.1 | 12.3 | | | | | 6 | 8 | 9.3 | 17.0 | | | | |
| st part | 35 | 24 | 32.4 | 36.9 | | | | | 12 | 11 | 18.7 | 23.4 | | | | |
| but could | | | | | | | | | | | | | | | | |
| | 40 | 26 | 37.0 | 40.0 | | | | | 34 | 24 | 53.1 | 51.0 | | | | |
| ind. what | | | | | | | | | | | | | | | | |
| | 22 | 7 | 20.3 | 10.7 | | | | | 12 | 4 | 18.7 | 8.5 | | | | |

### 1973
### Career Planning Survey - Secondary Level
### Grade 12

| | Expt. | | | | - North | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 13. Rec'd info. on univ. & post h.s. voc-tech prog. (Other than at LTI) to meet needs in select. car. & post h.s. prog.? | | | | | 2.60 | 2.55 | 1.35 | 1.29 | | | | |
| 1. Yes, very adequate | 14 | 10 | 12.8 | 15.3 | | | | | 8 | 6 | 12.5 | 12 |
| 2. Yes, for the most part | 36 | 21 | 33.0 | 32.3 | | | | | 18 | 14 | 28.1 | 29 |
| 3. Sufficient, but could use more | 44 | 30 | 40.3 | 46.1 | | | | | 32 | 25 | 50.0 | 52 |
| 4. Inadequate, indc, what addit. info needed: | 15 | 4 | 13.7 | 6.1 | | | | | 6 | 3 | 9.3 | 6 |
| 14. Plan or planning h.s. prog to prep. for entry into LTI? | | | | | 1.39 | 1.32 | 1.73 | 1.76 | | | | |
| 1. No | 62 | 41 | 56.3 | 61.1 | | | | | 37 | 29 | 56.0 | 59 |
| 2. No, LTI not offer prog. to meet my needs | 15 | 7 | 13.6 | 10.4 | | | | | 7 | 8 | 10.6 | 16 |
| 3. Somewhat | 31 | 13 | 28.1 | 19.4 | | | | | 17 | 9 | 25.7 | 18 |
| 4. As much as possible | 2 | 6 | 1.8 | 8.9 | | | | | 5 | 3 | 7.5 | 6 |
| 15. How sure of car. choice? | | | | | 3.23 | 3.66 | 1.47 | 1.66 | | | | |
| 1. Completely undecided | 7 | 5 | 6.3 | 7.4 | | | | | 7 | 3 | 10.6 | 6 |
| 2. Quite undecided | 18 | 7 | 16.3 | 11.4 | | | | | 9 | 4 | 13.6 | 8 |
| 3. Somewhat undecid. | 41 | 18 | 37.2 | 26.8 | | | | | 26 | 22 | 39.3 | 44 |
| 4. Quite certain | 31 | 22 | 28.1 | 32.8 | | | | | 14 | 15 | 21.2 | 30 |
| 5. Very certain | 13 | 15 | 11.8 | 22.3 | | | | | 10 | 5 | 15.1 | 10 |

1973
Career Planning Survey - Secondary Level
Grade 12

| | Expt. - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| on univ. & | | | | | | | | | | | | | | | | |
| c-tech prog. | | | | | | | | | | | | | | | | |
| at LTI) to mee | | | | | | | | | | | | | | | | |
| ect. car. & | | | | | | | | | | | | | | | | |
| og.? | | | | | 2.60 | 2.55 | 1.35 | 1.29 | | | | | 2.69 | 2.66 | 1.24 | 1.21 |
| adequate | 14 | 10 | 12.8 | 15.3 | | | | | 8 | 6 | 12.5 | 12.5 | | | | |
| the most part | 36 | 21 | 33.0 | 32.3 | | | | | 18 | 14 | 28.1 | 29.1 | | | | |
| , but could | | | | | | | | | | | | | | | | |
| | 44 | 30 | 40.3 | 46.1 | | | | | 32 | 25 | 50.0 | 52.0 | | | | |
| e, indc, what | | | | | | | | | | | | | | | | |
| fo needed: | 15 | 4 | 13.7 | 6.1 | | | | | 6 | 3 | 9.3 | 6.2 | | | | |
| ing h.s. prog | | | | | | | | | | | | | | | | |
| entry into | | | | | | | | | | | | | | | | |
| | | | | | 1.39 | 1.32 | 1.73 | 1.76 | | | | | 1.39 | 1.34 | 1.88 | 1.55 |
| | 62 | 41 | 56.3 | 61.1 | | | | | 37 | 29 | 56.0 | 59.1 | | | | |
| t offer prog. | | | | | | | | | | | | | | | | |
| needs | 15 | 7 | 13.6 | 10.4 | | | | | 7 | 8 | 10.6 | 16.3 | | | | |
| | 31 | 13 | 28.1 | 19.4 | | | | | 17 | 9 | 25.7 | 18.3 | | | | |
| possible | 2 | 6 | 1.8 | 8.9 | | | | | 5 | 3 | 7.5 | 6.1 | | | | |
| ar. choice? | | | | | 3.23 | 3.66 | 1.47 | 1.66 | | | | | 3.15 | 3.30 | 1.52 | 1.28 |
| undecided | 7 | 5 | 6.3 | 7.4 | | | | | 7 | 3 | 10.6 | 6.1 | | | | |
| cided | 18 | 7 | 16.3 | 11.4 | | | | | 9 | 4 | 13.6 | 8.1 | | | | |
| ndecid. | 41 | 18 | 37.2 | 26.8 | | | | | 26 | 22 | 39.3 | 44.8 | | | | |
| ain | 31 | 22 | 28.1 | 32.8 | | | | | 14 | 15 | 21.2 | 30.6 | | | | |
| in | 13 | 15 | 11.8 | 22.3 | | | | | 10 | 5 | 15.1 | 10.2 | | | | |

1973
Career Planning Survey - Secondary Level
Grade 12

| | Expt. - North | | | | | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 16. What educ. plans after c compltete h.s. prog.: | | | | | | | | | | | | |
| 1. None | 22 | 15 | 20.0 | 22.4 | | | | | 7 | 8 | 9.7 | 16 |
| 2. I plan on work. & taking even. courses | 11 | 6 | 10.0 | 8.9 | | | | | 7 | 2 | 9.7 | 4 |
| 3. Plan on enroll. in LTI Voc. prog. | 10 | 9 | 9.1 | 13.4 | | | | | 3 | 4 | 4.2 | 8 |
| 4. Plan on enroll. in LTI Tech. prog. | 9 | 3 | 8.2 | 4.5 | | | | | 4 | 3 | 5.6 | 6 |
| 5. Plan on enroll. voc-tech. school other than LTI | 5 | 1 | 4.5 | 1.5 | | | | | 2 | 3 | 2.8 | 6 |
| 6. Plan on enroll. in private busi. or trade school | 4 | | 3.6 | | | | | | 3 | 1 | 4.2 | 2 |
| 7. Plan on enroll. 2-yr. coll. | 8 | 7 | 7.3 | 10.4 | | | | | 5 | 7 | 6.9 | 14 |
| 8. Plan on enroll. 4 yr. coll. | 26 | 14 | 23.6 | 20.9 | | | | | 24 | 12 | 33.3 | 24 |
| 9. Other | 14 | 9 | 12.7 | 13.4 | | | | | 11 | 6 | 15.3 | 12 |
| 17. During school yr. been informed coop ed. prog. offered by school? | | | | | 1.59 | 1.47 | .99 | .999 | | | | |
| 1. No | 49 | 34 | 44.9 | 51.5 | | | | | 28 | 25 | 42.4 | 52 |
| 2. Yes. | 60 | 32 | 55.0 | 48.4 | | | | | 38 | 23 | 57.5 | 47 |

1973
Career Planning Survey - Secondary Level
Grade 12

|  | Expt. - North |  |  |  |  |  |  |  | Control - South |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  | Mdn. |  | IQR |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| plans after c<br>.s. prog.: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 22 | 15 | 20.0 | 22.4 |  |  |  |  | 7 | 8 | 9.7 | 16.3 |  |  |  |  |
| on work. &<br>even. courses | 11 | 6 | 10.0 | 8.9 |  |  |  |  | 7 | 2 | 9.7 | 4.1 |  |  |  |  |
| enroll. in<br>. prog. | 10 | 9 | 9.1 | 13.4 |  |  |  |  | 3 | 4 | 4.2 | 8.2 |  |  |  |  |
| enroll. in<br>h. prog. | 9 | 3 | 8.2 | 4.5 |  |  |  |  | 4 | 3 | 5.6 | 6.1 |  |  |  |  |
| enroll. voc-<br>chool other<br>I | 5 | 1 | 4.5 | 1.5 |  |  |  |  | 2 | 3 | 2.8 | 6.1 |  |  |  |  |
| enroll. in<br>busi. or<br>chool | 4 |  | 3.6 |  |  |  |  |  | 3 | 1 | 4.2 | 2.0 |  |  |  |  |
| enroll. 2-yr. | 8 | 7 | 7.3 | 10.4 |  |  |  |  | 5 | 7 | 6.9 | 14.3 |  |  |  |  |
| enroll. 4 yr. | 26 | 14 | 23.6 | 20.9 |  |  |  |  | 24 | 12 | 33.3 | 24.5 |  |  |  |  |
|  | 14 | 9 | 12.7 | 13.4 |  |  |  |  | 11 | 6 | 15.3 | 12.2 |  |  |  |  |
| ol yr. been<br>op ed. prog.<br>school? |  |  |  |  | 1.59 | 1.47 | .99 | .999 |  |  |  |  | 1.63 | 1.46 | .98 | .99 |
|  | 49 | 34 | 44.9 | 51.5 |  |  |  |  | 28 | 25 | 42.4 | 52.0 |  |  |  |  |
|  | 60 | 32 | 55.0 | 48.4 |  |  |  |  | 38 | 23 | 57.5 | 47.9 |  |  |  |  |

1973

Career Planning Survey - Secondary Level

Grade 12

| | Expt. | | | | – | | North | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | F |
| 18. During school yr. has sch. assisted in obtain. job for any of follow. purposes? | | | | | 1.16 | 1.14 | .66 | .64 | | | | |
| 1. No | 83 | 52 | 75.4 | 77.6 | | | | | 56 | 43 | 86.1 | 89 |
| 2. To acquire skills needed to complete | 8 | 5 | 7.2 | 7.4 | | | | | 2 | 4 | 3.0 | 8 |
| 3. My school prog. | 4 | 4 | 3.6 | 5.9 | | | | | 2 | | 3.0 | |
| 4. Earn money | 14 | 5 | 12.7 | 7.4 | | | | | 3 | 1 | 4.6 | 2 |
| 5. Other | 1 | 1 | .9 | 1.4 | | | | | 2 | | 3.0 | |
| 19. Do you know serv. W.S.E.S. provides?: | | | | | 1.26 | 1.28 | .90 | .92 | | | | |
| 1. No | 72 | 42 | 65.4 | 63.6 | | | | | 55 | 37 | 84.1 | 75 |
| 2. Yes | 37 | 24 | 33.6 | 32.3 | | | | | 10 | 12 | 15.3 | 24 |
| 20. Have used Car. Info Center in school?: | | | | | 2.80 | 2.76 | .78 | .88 | | | | |
| 1. No, don't know what it is | 1 | 1 | .9 | 1.4 | | | | | 31 | 22 | 50.0 | 47 |
| 2. No, am aware of it but have not used it | 30 | 21 | 27.7 | 31.3 | | | | | 19 | 10 | 30.0 | 21 |
| 3. Yes | 77 | 45 | 71.2 | 67.1 | | | | | 12 | 14 | 19.3 | 30 |

### 1973
### Career Planning Survey - Secondary Level
### Grade 12

| | Expt. - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| r. has sch. ain. job for purposes? | | | | | 1.16 | 1.14 | .66 | .64 | | | | | 1.08 | 1.06 | .58 | .56 |
| | 83 | 52 | 75.4 | 77.6 | | | | | 56 | 43 | 86.1 | 89.5 | | | | |
| skills needed | | | | | | | | | | | | | | | | |
| | 8 | 5 | 7.2 | 7.4 | | | | | 2 | 4 | 3.0 | 8.3 | | | | |
| rog. | 4 | 4 | 3.6 | 5.9 | | | | | 2 | | 3.0 | | | | | |
| | 14 | 5 | 12.7 | 7.4 | | | | | 3 | 1 | 4.6 | 2.0 | | | | |
| | 1 | 1 | .9 | 1.4 | | | | | 2 | | 3.0 | | | | | |
| v. W.S.E.S. | | | | | 1.26 | 1.28 | .90 | .92 | | | | | 1.09 | 1.16 | .59 | .66 |
| | 72 | 42 | 65.4 | 63.6 | | | | | 55 | 37 | 84.1 | 75.5 | | | | |
| | 37 | 24 | 33.6 | 32.3 | | | | | 10 | 12 | 15.3 | 24.4 | | | | |
| Info Center | | | | | 2.80 | 2.76 | .78 | .88 | | | | | 1.50 | 1.60 | 1.32 | 1.66 |
| now what it | 1 | 1 | .9 | 1.4 | | | | | 31 | 22 | 50.0 | 47.8 | | | | |
| e of it but ed it | 30 | 21 | 27.7 | 31.3 | | | | | 19 | 10 | 30.0 | 21.7 | | | | |
| | 77 | 45 | 71.2 | 67.1 | | | | | 12 | 14 | 19.3 | 30.4 | | | | |

1973

Career Planning Survey - Secondary Level

Grade 12

| | Expt. | - | | | North | | | | Control | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | M | F | M | |
| 21. When first select car. or occupation?: | | | | | 3.21 | 3.47 | 4.00 | 2.66 | | | | |
| 1. Not selected. Go to 22. | 38 | 15 | 35.8 | 23.0 | | | | | 23 | 14 | 35.3 | 28 |
| 2. In elem. school. Go to item 21.1. | 5 | 2 | 4.7 | 30 | | | | | 4 | 2 | 6.1 | 4 |
| 3. In Jr. H.S. Please go to item 21.1 | 14 | 16 | 13.2 | 24.6 | | | | | 8 | 8 | 12.3 | 16 |
| 4. In 10th gr. Go to 21.1 | 10 | 12 | 9.4 | 18.4 | | | | | 8 | 2 | 12.3 | 4 |
| 5. In 11th gr. Go to 21.1 | 18 | 13 | 16.9 | 20.0 | | | | | 7 | 8 | 10.7 | 16 |
| 6. In 12th gr. Go to 21.1 | 21 | 7 | 19.8 | 10.7 | | | | | 15 | 15 | 23.0 | 30 |
| 21.2 What are employ. oppor. in car. in E. Wis.?: | | | | | 1.95 | 1.95 | 1.93 | 1.85 | | | | |
| 1. Don't know. | 26 | 18 | 42.6 | 40.0 | | | | | 18 | 16 | 48.0 | 5 |
| 2. Few job openings | 10 | 10 | 11.3 | 22.2 | | | | | 8 | 6 | 21.6 | 2 |
| 3. Many jobs as are qualified workers. | 19 | 12 | 31.1 | 26.6 | | | | | 7 | 1 | 18.9 | 1 |
| 4. More jobs than qualified workers. | 6 | 5 | 9.8 | 11.1 | | | | | 4 | 4 | 10.8 | 14 |
| 21.3 How much ed. need in order to enter car.?: | | | | | 3.75 | 3.00 | 2.90 | 2.83 | | | | |
| 1. Less than h.s. diploma | 1 | 1 | 1.6 | 2.1 | | | | | 2 | 1 | 5.2 | |
| 2. H.s. diploma | 18 | 18 | 30.5 | 39.1 | | | | | 5 | 5 | 13.1 | 1 |
| 3. One yr. post school trai | 8 | 8 | 13.5 | 77.3 | | | | | 5 | 5 | 13.1 | 1 |
| 4. Two yr. post school trai | 10 | 5 | 16.9 | 10.8 | | | | | 9 | 7 | 23.1 | 2 |
| 5. Four yr. post shcool train. | 11 | 6 | 18.6 | 13.0 | | | | | 10 | 9 | 8.3 | 3 |
| 6. Grad. Work | 6 | 7 | 10.1 | 15.2 | | | | | 5 | 1 | 13.1 | 3 |
| 7. Other | 5 | 1 | 8.4 | 2.1 | | | | | 2 | 1 | 5.2 | 3 |

1973

## Career Planning Survey - Secondary Level

Grade 12

| | Expt. - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ct car. or | | | | | | | | | | | | | | | | |
| | | | | | 3.21 | 3.47 | 4.00 | 2.66 | | | | | 3.19 | 3.75 | 4.11 | 4.31 |
| d. Go to 22. | 38 | 15 | 35.8 | 23.0 | | | | | 23 | 14 | 35.3 | 28.5 | | | | |
| hool. Go to | | | | | | | | | | | | | | | | |
| | 5 | 2 | 4.7 | 30 | | | | | 4 | 2 | 6.1 | 4.0 | | | | |
| Please go | | | | | | | | | | | | | | | | |
| 1 | 14 | 16 | 13.2 | 24.6 | | | | | 8 | 8 | 12.3 | 16.3 | | | | |
| Go to 21.1 | 10 | 12 | 9.4 | 18.4 | | | | | 8 | 2 | 12.3 | 4.0 | | | | |
| Go to 21.1 | 18 | 13 | 16.9 | 20.0 | | | | | 7 | 8 | 10.7 | 16.3 | | | | |
| Go to 21.1 | 21 | 7 | 19.8 | 10.7 | | | | | 15 | 15 | 23.0 | 30.6 | | | | |
| . oppor. in | | | | | 1.95 | 1.95 | 1.93 | 1.85 | | | | | 1.56 | 1.34 | 1.74 | 1.28 |
| ?: | | | | | | | | | | | | | | | | |
| | 26 | 18 | 42.6 | 40.0 | | | | | 18 | 16 | 48.0 | 59.2 | | | | |
| nings | 10 | 10 | 11.3 | 22.2 | | | | | 8 | 6 | 21.6 | 27.2 | | | | |
| s are quali- | | | | | | | | | | | | | | | | |
| s. | 19 | 12 | 31.1 | 26.6 | | | | | 7 | 1 | 18.9 | 13.7 | | | | |
| han qualified | | | | | | | | | | | | | | | | |
| | 6 | 5 | 9.8 | 11.1 | | | | | 4 | 4 | 10.8 | 14.8 | | | | |
| ed in order to | | | | | 3.75 | 3.00 | 2.90 | 2.83 | | | | | 4.28 | 4.00 | 2.25 | 2.17 |
| .s. diploma | 1 | 1 | 1.6 | 2.1 | | | | | 2 | 1 | 5.2 | 3.4 | | | | |
| a | 18 | 18 | 30.5 | 39.1 | | | | | 5 | 5 | 13.1 | 17.2 | | | | |
| t school trai | 8 | 8 | 13.5 | 77.3 | | | | | 5 | 5 | 13.1 | 17.2 | | | | |
| t school trai | 10 | 5 | 16.9 | 10.8 | | | | | 9 | 7 | 23.1 | 24.1 | | | | |
| st shcool | | | | | | | | | | | | | | | | |
| | 11 | 6 | 18.6 | 13.0 | | | | | 10 | 9 | 8.3 | 31.0 | | | | |
| | 6 | 7 | 10.1 | 15.2 | | | | | 5 | 1 | 13.1 | 34 | | | | |
| | 5 | 1 | 8.4 | 2.1 | | | | | 2 | 1 | 5.2 | 34 | | | | |

1973

Career Planning Survey - Post-Secondary Level

Grade L.T.I.

| | Male | - | | | Female | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | D |
| 5. Is this first school attended after grad. from h. s. | | | | | 1.19 | 1.08 | .74 | .58 | | | | |
| 1. Yes | 48 | 36 | 72.7 | 85.7 | | | | | 33 | 51 | 91.6 | 70 |
| 2. No | 18 | 6 | 27.2 | 14.2 | | | | | 3 | 21 | 8.3 | 29 |
| 6. Did you graduate from h.s.? | | | | | 1.0 | 1.01 | .50 | .51 | | | | |
| 1. Yes, please go to item 6.1. | 66 | 41 | 100 | 97.6 | | | | | 36 | 71 | 100 | 98 |
| 2. No, go it item 7. | 00 | 1 | 9.0 | 2.3 | | | | | | 1 | | 1 |
| 6.1 From what h. s. did you graduate?____________ | | | | | | | | | | | | |
| 6.2 What year did you graduate from h.s.?__________ | | | | | | | | | | | | |
| 7. Sex: | | | | | | | | | 22 | 20 | 61.1 | 27 |
| 1. Female | 66 | 42 | 100 | 100 | 2.0 | 1.0 | .50 | .50 | 14 | 52 | 388 | 72 |
| 2. Male | | | | | | | | | | | | |
| 8. Did you take vocational courses during your senior year in h.s. in any of the following areas? Drafting, graphics, distributive ed. or office coop program | | | | | | | | | | | | |
| 1. Yes, please go to item 8.1 . | 25 | 11 | 38.4 | 26.1 | 1.69 | 1.82 | .94 | .71 | 13 | 23 | 37.1 | 31 |
| 2. No, please go to item 9. | 40 | 31 | 61.5 | 73.8 | | | | | 22 | 49 | 628 | 68 |

1973

## Career Planning Survey - Post-Secondary Level

Grade L.T.I.

| | Male | - | | | | | Female | | Diploma | - | | | | | Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| school attend- | | | | | 1.19 | 1.08 | .74 | .58 | | | | | 1.04 | 1.20 | .54 | .79 |
| . from h. s. | | | | | | | | | | | | | | | | |
| | 48 | 36 | 72.7 | 85.7 | | | | | 33 | 51 | 91.6 | 70.8 | | | | |
| | 18 | 6 | 27.2 | 14.2 | | | | | 3 | 21 | 8.3 | 29.1 | | | | |
| ate from h.s.? | | | | | 1.0 | 1.01 | .50 | .51 | | | | | 1.00 | 1.01 | .50 | .51 |
| se go to item | | | | | | | | | | | | | | | | |
| | 66 | 41 | 100 | 97.6 | | | | | 36 | 71 | 100 | 98.6 | | | | |
| item 7. | 00 | 1 | 9.0 | 2.3 | | | | | | 1 | | 1.3 | | | | |
| h. s. did you | | | | | | | | | | | | | | | | |
| ?___________ | | | | | | | | | | | | | | | | |
| did you grad- | | | | | | | | | | | | | | | | |
| h.s.?__________ | | | | | | | | | | | | | | | | |
| | | | | | | | | | 22 | 20 | 61.1 | 27.7 | 1.32 | 1.80 | .95 | ..75 |
| | 66 | 42 | 100 | 100 | 2.0 | 1.0 | .50 | .50 | 14 | 52 | 388 | 72.2 | | | | |
| vocational cour- | | | | | | | | | | | | | | | | |
| ur senior year | | | | | | | | | | | | | | | | |
| of the fol- | | | | | | | | | | | | | | | | |
| Drafting, | | | | | | | | | | | | | | | | |
| tributive ed. | | | | | | | | | | | | | | | | |
| program | | | | | | | | | | | | | 1.70 | 1.76 | .93 | .85 |
| go to item | | | | | | | | | | | | | | | | |
| | 25 | 11 | 38.4 | 26.1 | 1.69 | 1.82 | .94 | .71 | 13 | 23 | 37.1 | 31.9 | | | | |
| go to item 9. | 40 | 31 | 61.5 | 73.8 | | | | | 22 | 49 | 628 | 68.0 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | | | Female | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 8.1 To what degree were your h.s. vocational courses related to your present program? Check the best response. | | | | | 2.03 | | .88 | | | | | |
| 1. Little if any relationship | 6 | 8 | 20.0 | 57.1 | | | | | 16 | 2 | 63.1 | 8 |
| 2. Some common content | 17 | 2 | 56.6 | 14.2 | | | | | 6 | 13 | 31.5 | 52 |
| 3. Considerable overlap | 5 | 2 | 16.6 | 14.2 | | | | | 1 | 6 | 5.2 | 24 |
| 4. Almost identical content | 2 | 2 | 6.6 | 14.2 | | | | | | 4 | | 16 |
| 9. Did your h.s. courses provide the skills and knowledges you needed to enter your present program without encountering major problem | | | | | 2.19 | | 1.30 | | | | | |
| 1. Yes, completely | 14 | 9 | 21.5 | 21.9 | | | | | 6 | 17 | 17.1 | 23 |
| 2. Yes, for the most part | 27 | 14 | 41.5 | 34.1 | | | | | 13 | 28 | 37.1 | 39 |
| 3. Yes, to some extent | 20 | 14 | 30.7 | 34.1 | | | | | 13 | 21 | 37.1 | 29 |
| 4. No, please indicate the area(s) in which you could have been better prepared:______________ | 4 | 4 | 6.1 | 9.7 | | | | | 3 | 5 | 8.5 | 7 |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male - Female | | | | | | | | Diploma - Degree | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| egree were vocational elated to your rogram? Check response. | | | | | 2.03 | | .88 | | | | | | 1.29 | 2.31 | .98 | 1.30 |
| e if any relahip | 6 | 8 | 20.0 | 57.1 | | | | | 16 | 2 | 63.1 | 8.0 | | | | |
| common content | 17 | 2 | 56.6 | 14.2 | | | | | 6 | 13 | 31.5 | 52.0 | | | | |
| derable over-. | 5 | 2 | 16.6 | 14.2 | | | | | 1 | 6 | 5.2 | 24.0 | | | | |
| t identical nt | 2 | 2 | 6.6 | 14.2 | | | | | | 4 | | 16.0 | | | | |
| ourses pro- and knowledges nter your pre thout encoun- oblem | | | | | 2.19 | | 1.30 | | | | | | 2.38 | 2.16 | 1.35 | 1.37 |
| tely | 14 | 9 | 21.5 | 21.9 | | | | | 6 | 17 | 17.1 | 23.9 | | | | |
| e most part | 27 | 14 | 41.5 | 34.1 | | | | | 13 | 28 | 37.1 | 39.4 | | | | |
| e extent | 20 | 14 | 30.7 | 34.1 | | | | | 13 | 21 | 37.1 | 29.5 | | | | |
| indicate the which you been better | 4 | 4 | 6.1 | 9.7 | | | | | 3 | 5 | 8.5 | 7.0 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

|  | Male | - | Female |  |  |  |  |  | Diploma |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N |  | % |  | Mdn. |  | IQR |  | N |  | % |  |
|  | M | F | M | F | M | F | M | F | Dp | Dg | Dp | D |
| 10. To what extent have you been given credit at LTI for the skills and knowledges learned in h.s. which are the same as those required in your present program. Check all responses that apply.<br>1. None<br>2. I have been able to test out of course(s)<br>3. I have been given credit for the course(s) at LTI which are the same as my h.s. courses.<br>4. I have been allowed to by-pass the courses at LTI which are the same as those in my h.s. program. (No reduction in total number of credits in my program was granted. I have to take other courses in place of those by-passed.<br>5. I can use the skills and knowledges I learned in h.s. to move through my courses at LTI at a more rapid rate. | DATA NOT AVAILABLE |  |  |  |  |  |  |  |  |  |  |  |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male - Female | | | | | | | | Diploma - Degree | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| have you been t LTI for the wledges learn- ch are the required in rogram? Check that apply.<br>n able to test rse(s)<br>n given credit urse(s) at LTI the same as my es.<br>n allowed to e courses at are the same n my h.s. pro- reduction in er of credits ram was grant- e to take other place of those<br>the skills and I learned in ve through my LTI at a more e. | | DATA NOT AVAILABLE | | | | | | | | | | | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade LTI

| | Male | - | Female | | | | | | Diploma | - | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 6. I can use the skills and knowledges I learned in h.s. to satisfy the requirements (or test out of) units within courses | | DATA NOT AVAILABLE | | | | | | | | | | |
| 7. Other ________________ | | | | | | | | | | | | |
| 11. To what degree have the h.s. industrial education, home economics, distributive ed, or office and business ed. courses you have taken influenced your selection of a career? | | | | | 2.23 | 2.23 | 1.65 | 1.82 | | | | |
| 1. None | 17 | 13 | 25.7 | 30.9 | | | | | 9 | 21 | 25.0 | 29.1 |
| 2. Slightly | 22 | 11 | 33.3 | 26.1 | | | | | 13 | 20 | 36.1 | 27.7 |
| 3. Moderately | 17 | 12 | 25.7 | 28.5 | | | | | 10 | 19 | 27.7 | 26.3 |
| 4. Extensively | 10 | 6 | 15.1 | 14.2 | | | | | 4 | 12 | 11.1 | 16.6 |
| 12. Did the general ed. courses (Eng., Math, Science, Etc.) in your h.s. program provide the skills and knowleges you need to enter the career of your choice? | | | | | 2.5 | 2.85 | 1.35 | 1.23 | | | | |
| 1. Yes, completely | 9 | 4 | 13.6 | 9.5 | | | | | 6 | 7 | 16.6 | 9.7 |
| 2. Yes, for the most part | 24 | 10 | 36.3 | 23.8 | | | | | 11 | 23 | 30.5 | 31.9 |
| 3. Yes, to some extent | 25 | 20 | 37.8 | 47.6 | | | | | 15 | 30 | 41.6 | 41.6 |

1973
Career Planning Survey - Post-Secondary Level
Grade LTI

| | Male | | | | - | | Female | | Diploma | | | | -- | | Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| kills and<br>arned in<br>the re-<br>test out<br>n courses | DATA NOT AVAILABLE | | | | | | | | | | | | | | | |
| the h.s.<br>n, home<br>tive ed,<br>ess ed.<br>ken in-<br>tion of | | | | | 2.23 | 2.23 | 1.65 | 1.82 | | | | | 2.19 | | 1.50 | |
| | 17 | 13 | 25.7 | 30.9 | | | | | 9 | 21 | 25.0 | 29.1 | | | | |
| | 22 | 11 | 33.3 | 26.1 | | | | | 13 | 20 | 36.1 | 27.7 | | | | |
| | 17 | 12 | 25.7 | 28.5 | | | | | 10 | 19 | 27.7 | 26.3 | | | | |
| | 10 | 6 | 15.1 | 14.2 | | | | | 4 | 12 | 11.1 | 16.6 | | | | |
| courses<br>e, Etc.)<br>m pro-<br>know-<br>nter the<br>ce? | | | | | 2.5 | 2.85 | 1.35 | 1.23 | | | | | 2.57 | 2.70 | 1.39 | 1.32 |
| y | 9 | 4 | 13.6 | 9.5 | | | | | 6 | 7 | 16.6 | 9.7 | | | | |
| ost part | 24 | 10 | 36.3 | 23.8 | | | | | 11 | 23 | 30.5 | 31.9 | | | | |
| xtent | 25 | 20 | 37.8 | 47.6 | | | | | 15 | 30 | 41.6 | 41.6 | | | | |

1973

Career Planning Survey - Post-Secondary Level

Grade L.T.I.

| | Male | - | Female | | | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 4. No, please indicate the area(s) in which you feel that you should have been better prepared. ________ | 8 | 8 | 12.1 | 19.0 | | | | | 4 | 12 | 11.1 | 16.6 |
| 13. To what extent did you learn about LTI (Lakeshore Technical Institute) courses and programs from your h.s. general ed. instructors (Eng., Math, Science, etc) | | | | | 1.32 | 1.28 | 1.12 | 1.04 | | | | |
| 1. Little if any information was given. | 38 | 25 | 61.2 | 64.1 | | | | | 17 | 46 | 50.0 | 68.6 |
| 2. Some information was given. | 16 | 10 | 25.8 | 25.6 | | | | | 11 | 15 | 32.3 | 22.3 |
| 3. A considerable amount of information was given | 7 | 2 | 11.2 | 5.1 | | | | | 4 | 5 | 11.7 | 7.4 |
| 4. I received all of the information I needed. | 1 | 2 | 1.6 | 5.1 | | | | | 2 | 1 | 5.8 | 1.4 |
| 14. To what extent did you learn about LTI courses and programs from your h.s. vocational instructors? (12th grade drafting, graphics, distributive ed., or office coop program instructors.) | | | | | 1.83 | 1.3 | 1.76 | 1.31 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | | | | Female | | | Diploma | - | | | | | Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| dicate the<br>ich you<br>should<br>ter prepar- | 8 | 8 | 12.1 | 19.0 | | | | | 4 | 12 | 11.1 | 16.6 | | | | |
| d you learn<br>ore Techni-<br>urses and<br>r h.s. gen-<br>ors (Eng.,<br>c) | | | | | 1.32 | 1.28 | 1.12 | 1.04 | | | | | 1.50 | 1.23 | 1.27 | .92 |
| information | 38 | 25 | 61.2 | 64.1 | | | | | 17 | 46 | 50.0 | 68.6 | | | | |
| ion was | 16 | 10 | 25.8 | 25.6 | | | | | 11 | 15 | 32.3 | 22.3 | | | | |
| e amount | 7 | 2 | 11.2 | 5.1 | | | | | 4 | 5 | 11.7 | 7.4 | | | | |
| n was given<br>l of the<br>I needed. | 1 | 2 | 1.6 | 5.1 | | | | | 2 | 1 | 5.8 | 1.4 | | | | |
| d you learn<br>and pro-<br>.s. voca-<br>s? (12th<br>raphics,<br>or office<br>ructors.) | | | | | 1.83 | 1.3 | 1.76 | 1.31 | | | | | 1.50 | 1.50 | 1.32 | 1.83 |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | Female | | | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 1. I did not take any of these vocational courses | 27 | 25 | 42.1 | 62.5 | | | | | 18 | 34 | 50.0 | 50 |
| 2. Little if any information was given. | 15 | 7 | 23.4 | 17.5 | | | | | 11 | 11 | 30.5 | 16 |
| 3. Some information was given. | 17 | 6 | 26.5 | 15.0 | | | | | 5 | 18 | 13.8 | 26 |
| 4. A considerable amount of information was given | 5 | 2 | 7.8 | 5.0 | | | | | 2 | 5 | 5.5 | 7 |
| 5. I received all of the information I needed | 0 | 0 | 0 | 0 | | | | | 0 | 0 | 0 | 0 |
| 15. To what extent did you learn about LTI courses and programs from your h.s. guidance counselors? | | | | | 1.95 | 2.43 | 1.69 | 1.88 | | | | |
| 1. Little if any information was given. | 23 | 7 | 36.5 | 17.5 | | | | | 4 | 26 | 11.1 | 38 |
| 2. Some information was given. | 19 | 14 | 30.1 | 35.0 | | | | | 10 | 23 | 27.7 | 34 |
| 3. A considerable amount of information was given | 14 | 8 | 22.2 | 20.0 | | | | | 13 | 9 | 36.1 | 13 |
| 4. I received all of the information I needed. | 7 | 11 | 11.1 | 27.5 | | | | | 9 | 9 | 25.0 | 13 |
| 16. How much assistance did you receive from your h.s. guidance counselor in selecting your career | | | | | 1.80 | 2.16 | 1.21 | 1.30 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | | | | Female | | | Diploma | | | | - | Degree | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| e any of | | | | | | | | | | | | | | | | |
| nal courses | 27 | 25 | 42.1 | 62.5 | | | | | 18 | 34 | 50.0 | 50.0 | | | | |
| informa- | | | | | | | | | | | | | | | | |
| n. | 15 | 7 | 23.4 | 17.5 | | | | | 11 | 11 | 30.5 | 16.1 | | | | |
| ion was | | | | | | | | | | | | | | | | |
| | 17 | 6 | 26.5 | 15.0 | | | | | 5 | 18 | 13.8 | 26.4 | | | | |
| e amount | | | | | | | | | | | | | | | | |
| n was given | 5 | 2 | 7.8 | 5.0 | | | | | 2 | 5 | 5.5 | 7.3 | | | | |
| l of the | | | | | | | | | | | | | | | | |
| needed | 0 | 0 | 0 | 0 | | | | | 0 | 0 | 0 | 0 | | | | |
| d you | | | | | | | | | | | | | | | | |
| ourses and | | | | | | | | | | | | | | | | |
| r h.s. | | | | | 1.95 | 2.43 | 1.69 | 1.88 | | | | | 2.81 | 1.83 | 1.50 | 1.49 |
| rs? | | | | | | | | | | | | | | | | |
| informa- | | | | | | | | | | | | | | | | |
| n. | 23 | 7 | 36.5 | 17.5 | | | | | 4 | 26 | 11.1 | 38.8 | | | | |
| ion was | | | | | | | | | | | | | | | | |
| | 19 | 14 | 30.1 | 35.0 | | | | | 10 | 23 | 27.7 | 34.3 | | | | |
| e amount | 14 | 8 | 22.2 | 20.0 | | | | | 13 | 9 | 36.1 | 13.4 | | | | |
| n was given | | | | | | | | | | | | | | | | |
| l of the | | | | | | | | | | | | | | | | |
| needed. | 7 | 11 | 11.1 | 27.5 | | | | | 9 | 9 | 25.0 | 13.4 | | | | |
| ce did you | | | | | | | | | | | | | | | | |
| h.s. guid- | | | | | | | | | | | | | | | | |
| selecting | | | | | | | | | | | | | | | | |
| | | | | | 1.80 | 2.16 | 1.21 | 1.30 | | | | | 2.42 | 1.72 | 1.24 | 1.16 |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I

| | Male | - | | | | Female | | | Diploma | | | - | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | D |
| 1. None | 24 | 10 | 36.9 | 24.3 | | | | | 6 | 28 | 16.6 | 40.0 | |
| 2. Some | 28 | 16 | 43.0 | 39.0 | | | | | 13 | 31 | 36.1 | 44.2 | |
| 3. Enough to meet my needs | 13 | 15 | 20.0 | 36.5 | | | | | 17 | 11 | 47.2 | 15.7 | |
| 17. How much assistance have you received from your LTI guidance counselors in selecting your career? | | | | | 1.5 | 1.71 | 1.23 | 1.38 | | | | | 1 |
| 1. None | 32 | 18 | 50.0 | 42.8 | | | | | 19 | 31 | 54.2 | 43.6 | |
| 2. Some | 22 | 14 | 34.3 | 33.3 | | | | | 11 | 25 | 31.4 | 35.2 | |
| 3. Enough to meet my needs | 10 | 10 | 15.6 | 23.8 | | | | | 5 | 15 | 14.2 | 21.1 | |
| 18. To what extent did you learn about LTI courses and programs from LTI staff members while you were in h.s. | | | | | 1.43 | 1.8 | 1.81 | 2.21 | | | | | 1 |
| 1. I had no opportunity to talk with LTI staff members while in h.s. | 34 | 19 | 53.9 | 46.3 | | | | | 16 | 37 | 44.4 | 54.4 | |
| 2. Little if any information was given. | 10 | 5 | 15.8 | 12.1 | | | | | 9 | 6 | 25.0 | 8.8 | |
| 3. Some information was given. | 12 | 9 | 19.0 | 21.9 | | | | | 5 | 16 | 13.8 | 23.5 | |
| 4. A considerable amount of information was given. | 7 | 5 | 11.1 | 12.1 | | | | | 5 | 7 | 13.8 | 10.2 | |
| 5. I received all of the information I needed. | 0 | 3 | 0.0 | 7.3 | | | | | 1 | 2 | 2.7 | 2.9 | |

1973

Career Planning Survey - Post-Secondary Level

Grade L.T.I

| | Male | - | | | Female | | | | Diploma | - | | | Degree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| | 24 | 10 | 36.9 | 24.3 | | | | | 6 | 28 | 16.6 | 40.0 | | | | |
| | 28 | 16 | 43.0 | 39.0 | | | | | 13 | 31 | 36.1 | 44.2 | | | | |
| my needs | 13 | 15 | 20.0 | 36.5 | | | | | 17 | 11 | 47.2 | 15.7 | | | | |
| have you LTI guid- selecting | | | | | 1.5 | 1.71 | 1.23 | 1.38 | | | | | 1.42 | 1.68 | 1.20 | 1.32 |
| | 32 | 18 | 50.0 | 42.8 | | | | | 19 | 31 | 54.2 | 43.6 | | | | |
| | 22 | 14 | 34.3 | 33.3 | | | | | 11 | 25 | 31.4 | 35.2 | | | | |
| my needs | 10 | 10 | 15.6 | 23.8 | | | | | 5 | 15 | 14.2 | 21.1 | | | | |
| you learn nd pro- f members .s. | | | | | 1.43 | 1.8 | 1.81 | 2.21 | | | | | 1.72 | 1.42 | 1.84 | 2.04 |
| unity to taff mem- .s. | 34 | 19 | 53.9 | 46.3 | | | | | 16 | 37 | 44.4 | 54.4 | | | | |
| nformatio | 10 | 5 | 15.8 | 12.1 | | | | | 9 | 6 | 25.0 | 8.8 | | | | |
| n was | 12 | 9 | 19.0 | 21.9 | | | | | 5 | 16 | 13.8 | 23.5 | | | | |
| amount of given. | 7 | 5 | 11.1 | 12.1 | | | | | 5 | 7 | 13.8 | 10.2 | | | | |
| of the eeded. | 0 | 3 | 0.0 | 7.3 | | | | | 1 | 2 | 2.7 | 2.9 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade LTI

| | Male | - | Female | | | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 19. In total, was the information received on LTI courses and programs while you were in h.s. adequate to meet your needs in selecting a career and a post h.s. program? | | | | | 2.96 | 2.18 | 1.19 | 1.50 | | | | |
| 1. Yes, very adequate | 2 | 10 | 3.2 | 25.6 | | | | | 5 | 7 | 14.2 | 10.6 |
| 2. Yes, for the most part | 16 | 14 | 25.8 | 35.8 | | | | | 17 | 13 | 48.5 | 19.6 |
| 3. Sufficient, but I could have used more. | 28 | 11 | 45.1 | 28.2 | | | | | 10 | 29 | 28.5 | 43.9 |
| 4. Inadequate, please indicate what additional information you needed ____________ | 16 | 4 | 25.8 | 10.2 | | | | | 3 | 17 | 8.5 | 25.7 |
| 20. While in h.s. did you receive enough information on university and post h.s. vocational-technical programs (Other than those offered at LTI) to meet your needs in selecting a career and a post h.s. program? | | | | | 2.77 | 2.37 | 1.25 | 1.36 | | | | |
| 1. Yes, very adequate | 7 | 8 | 11.2 | 19.0 | | | | | 7 | 8 | 20.5 | 11.4 |
| 2. Yes, for the most part | 16 | 15 | 25.8 | 35.7 | | | | | 13 | 18 | 38.2 | 25.7 |
| 3. Sufficient, but could have used more | 30 | 16 | 48.3 | 38 | | | | | 13 | 33 | 38.2 | 47.1 |

1973
Career Planning Survey - Post-Secondary Level
Grade LTI

| | Male | | - | | | | Female | | Diploma | | | | - | Degree | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| nforma- TI courses you were meet ting a h.s. pro- | | | | | 2.96 | 2.18 | 1.19 | 1.50 | | | | | 2.24 | 2.95 | 1.20 | 1.30 |
| ate | 2 | 10 | 3.2 | 25.6 | | | | | 5 | 7 | 14.2 | 10.6 | | | | |
| st part | 16 | 14 | 25.8 | 35.8 | | | | | 17 | 13 | 48.5 | 19.6 | | | | |
| I could | 28 | 11 | 45.1 | 28.2 | | | | | 10 | 29 | 28.5 | 43.9 | | | | |
| ase in- itional needed | 16 | 4 | 25.8 | 10.2 | | | | | 3 | 17 | 8.5 | 25.7 | | | | |
| you re- mation on h.s. al pro- those of- eet your a career gram? | | | | | 2.77 | 2.37 | 1.25 | 1.36 | | | | | 2.27 | 2.77 | 1.31 | 1.28 |
| ate | 7 | 8 | 11.2 | 19.0 | | | | | 7 | 8 | 20.5 | 11.4 | | | | |
| st part | 16 | 15 | 25.8 | 35.7 | | | | | 13 | 18 | 38.2 | 25.7 | | | | |
| could | 30 | 16 | 48.3 | 38 | | | | | 13 | 33 | 38.2 | 47.1 | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | Female | | | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 4. Inadequate, please indicate what additional information you needed: ______________ | 9 | 3 | 14.5 | 7.1 | | | | | 1 | 11 | 2.9 | 15.7 |
| 21. Did you plan your h. s. program to prepare you for entry into LTI? | | | | | 1.21 | 1.2 | .86 | .80 | | | | |
| 1. No | 45 | 30 | 70.3 | 71.4 | | | | | 23 | 52 | 63.8 | 74.2 |
| 2. Somewhat | 14 | 10 | 21.8 | 23.8 | | | | | 9 | 15 | 25.0 | 21.4 |
| 3. As much as possible | 5 | 2 | 7.8 | 4.7 | | | | | 4 | 3 | 11.1 | 4.2 |
| 22. How sure are you of your career choice? | | | | | 3.8 | 4.05 | 1.12 | 1.10 | | | | |
| 1. Completely undecided. | 0 | 1 | 0.0 | 2.3 | | | | | 0 | 1 | | 1.4 |
| 2. Quite undecided | 6 | 1 | 9.2 | 2.3 | | | | | 1 | 6 | 2.7 | 8.4 |
| 3. Somewhat undecided | 16 | 8 | 24.6 | 19.0 | | | | | 6 | 18 | 16.6 | 25.3 |
| 4. Quite certain | 35 | 20 | 57.8 | 47.6 | | | | | 18 | 37 | 50.0 | 52.1 |
| 5. Very certain | 8 | 12 | 12.3 | 28.5 | | | | | 11 | 9 | 30.5 | 12.6 |
| 23. What are your educational plans after you complete your present program? | | | | | | | | | | | | |
| 1. None | | DATA NOT AVAILABLE | | | | | | | | | | |
| 2. I plan on working and taking evening courses | | | | | | | | | | | | |
| 3. I plan on enrolling in an LTI vocational program | | | | | | | | | | | | |

1973

## Career Planning Survey - Post-Secondary Level

Grade L.T.I.

| | Male | - | | | Female | | | | Diploma | | | | - | | Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| lease indi-<br>itional in-<br>needed: | 9 | 3 | 14.5 | 7.1 | | | | | 1 | 11 | 2.9 | 15.7 | | | | |
| h. s. pro-<br>ou for en- | | | | | 1.21 | 1.2 | .86 | .80 | | | | | 1.28 | 1.17 | 1.05 | .70 |
| | 45 | 30 | 70.3 | 71.4 | | | | | 23 | 52 | 63.8 | 74.2 | | | | |
| | 14 | 10 | 21.8 | 23.8 | | | | | 9 | 15 | 25.0 | 21.4 | | | | |
| ssible | 5 | 2 | 7.8 | 4.7 | | | | | 4 | 3 | 11.1 | 4.2 | | | | |
| of your | | | | | 3.8 | 4.05 | 1.12 | 1.10 | | | | | 4.11 | 3.78 | 1.07 | 1.17 |
| decided. | 0 | 1 | 0.0 | 2.3 | | | | | 0 | 1 | | 1.4 | | | | |
| ed | 6 | 1 | 9.2 | 2.3 | | | | | 1 | 6 | 2.7 | 8.4 | | | | |
| cided | 16 | 8 | 24.6 | 19.0 | | | | | 6 | 18 | 16.6 | 25.3 | | | | |
| | 35 | 20 | 57.8 | 47.6 | | | | | 18 | 37 | 50.0 | 52.1 | | | | |
| | 8 | 12 | 12.3 | 28.5 | | | | | 11 | 9 | 30.5 | 12.6 | | | | |
| cational<br>omplete<br>ram? | | | | | | | | | | | | | | | | |
| | | DATA NOT AVAILABLE | | | | | | | | | | | | | | |
| king and<br>g courses<br>olling in<br>onal pro- | | | | | | | | | | | | | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | | | | – | | Female | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 4. I plan on enrolling in an LTI technical program | DATA NOT AVAILABLE | | | | | | | | | | | |
| 5. I plan on enrolling in a vocational-technical school other than LTI | | | | | | | | | | | | |
| 6. I plan on enrolling in a private business or trade school | | | | | | | | | | | | |
| 7. I plan on enrolling in a 2 year college | | | | | | | | | | | | |
| 8. I plan on enrolling in a 4 year college | | | | | | | | | | | | |
| 9. Other ________________ | | | | | | | | | | | | |
| 24. Do you know what services the Wisconsin State Employment Service (WSES) provides? | | | | | 1.23 | 1.45 | .84 | .997 | | | | |
| 1. No | 44 | 22 | 68.7 | 52.3 | | | | | 22 | 44 | 61.1 | 62.8 |
| 2. Yes | 20 | 20 | 31.2 | 47.6 | | | | | 14 | 26 | 38.8 | 37.1 |
| 25. Have you used the Career Information Center in your school? | | | | | 1.59 | 1.60 | 1.25 | 1.07 | | | | |
| 1. No, I do not know what it is. | 30 | 19 | 46.8 | 45.2 | | | | | 16 | 33 | 45.7 | 46.4 |
| 2. No, I am aware of it but have not used it | 23 | 20 | 35.9 | 47.6 | | | | | 13 | 30 | 37.1 | 42.2 |
| 3. Yes. | 11 | 3 | 17.1 | 7.1 | | | | | 6 | 8 | 17.1 | 11.2 |

1973

Career Planning Survey - Post-Secondary Level

Grade L.T.I.

| | Male - Female | | | | | | | | Diploma - Degree | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| ling in<br>l program | DATA NOT AVAILABLE | | | | | | | | | | | | | | | |
| ling in<br>chnical<br>an LTI | | | | | | | | | | | | | | | | |
| ling in a<br>s or trade | | | | | | | | | | | | | | | | |
| ling in<br>e | | | | | | | | | | | | | | | | |
| ling in a | | | | | | | | | | | | | | | | |
| vices<br>Employ-<br>provides? | | | | | 1.23 | 1.45 | .84 | .997 | | | | | 1.32 | 1.29 | .95 | .93 |
| | 44 | 22 | 68.7 | 52.3 | | | | | 22 | 44 | 61.1 | 62.8 | | | | |
| | 20 | 20 | 31.2 | 47.6 | | | | | 14 | 26 | 38.8 | 37.1 | | | | |
| reer In-<br>your | | | | | 1.59 | 1.60 | 1.25 | 1.07 | | | | | 1.62 | 1.58 | 1.24 | 1.14 |
| w what | | | | | | | | | | | | | | | | |
| | 30 | 19 | 46.8 | 45.2 | | | | | 16 | 33 | 45.7 | 46.4 | | | | |
| f it but | | | | | | | | | | | | | | | | |
| | 23 | 20 | 35.9 | 47.6 | | | | | 13 | 30 | 37.1 | 42.2 | | | | |
| | 11 | 3 | 17.1 | 7.1 | | | | | 6 | 8 | 17.1 | 11.2 | | | | |

1973-1974

Career Planning Survey – Post-Secondary Level

Grade [illegible]

| | Male | | | | Female | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | % | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 26. When did you first select a career or occupation?<br>1. I have not selected a career. Please go to item 27.<br>2. In elementary school. Please go to item 26.1<br>3. In junior h.s. Please go to item 26.1<br>4. In 10th grade. Please go to item 26.1<br>5. In 11th grade. Please go to item 26.1<br>6. In 12th grade. Please go to item 26.1.<br>7. While attending school after graduating from h.s. Please go to item 26.1<br>8. While working or in military service. Please go to item 26.1<br>9. Other ______ Please go to item 26.1 | DATA NOT AVAILABLE | | | | | | | | | | | |

Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | Female | | | | | | Diploma | - | Degree | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| select a<br>n?<br>cted a<br>go to<br>chool.<br>em 26.1<br>Please<br>Please<br>Please<br>Please<br>school<br>ng from<br>to item<br>or in mil-<br>Please<br>tem 26.1 | DATA NOT AVAILABLE | | | | | | | | | | | | | | | |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | | | Female | | | | Diploma | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg |
| 26.2 What are the employment opportunities in this career in Eastern Wisconsin? | | | | | 2.31 | 1.92 | 1.69 | 1.03 | | | | |
| 1. I do not know. | 13 | 10 | 23.6 | 28.5 | | | | | 9 | 14 | 27.2 | 24.5 |
| 2. There are few job openings. | 18 | 18 | 32.7 | 51.4 | | | | | 14 | 22 | 42.4 | 38.5 |
| 3. There are as many jobs as there are qualified workers. | 14 | 7 | 25.4 | 20.0 | | | | | 7 | 14 | 21.2 | 24.5 |
| 4. There are more jobs than there are qualified workers. | 10 | 0 | 18.1 | 0.0 | | | | | 3 | 7 | 9.0 | 12.2 |
| 26.3 How much education will you have to have in order to enter this career? | | | | | 3.97 | | .66 | | | | | |
| 1. Less than h. s. diploma | 3 | 1 | 4.9 | 2.7 | | | | | 1 | 3 | 2.9 | 4.6 |
| 2. H. s. diploma | 5 | 3 | 8.1 | 8.1 | | | | | 1 | 7 | 2.9 | 10.9 |
| 3. One year post-h.s. training | 1 | 20 | 1.6 | 54.0 | | | | | 18 | 3 | 52.9 | 4.6 |
| 4. Two years post-h.s. training | 46 | 11 | 75.4 | 29.7 | | | | | 13 | 44 | 38.2 | 68.7 |
| 5. Four years post-h.s. training | 3 | 1 | 4.9 | 2.7 | | | | | 1 | 3 | 2.9 | 4.6 |
| 6. Graduate work | 1 | 0 | 1.6 | 0.0 | | | | | | 1 | | 1.5 |
| 7. Other ________________ | 2 | 1 | 3.2 | 2.7 | | | | | | 3 | | 4.6 |

1973
Career Planning Survey - Post-Secondary Level
Grade L.T.I.

| | Male | - | | | | | Female | | Diploma | - | | | | | Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn. | | IQR | | N | | % | | Mdn. | | IQR | |
| | M | F | M | F | M | F | M | F | Dp | Dg | Dp | Dg | Dp | Dg | Dp | Dg |
| yment op-<br>s career<br>in? | | | | | 2.31 | 1.92 | 1.69 | 1.03 | | | | | 2.04 | 2.16 | 1.33 | 1.47 |
| | 13 | 10 | 23.6 | 28.5 | | | | | 9 | 14 | 27.2 | 24.5 | | | | |
| job open- | | | | | | | | | | | | | | | | |
| | 18 | 18 | 32.7 | 51.4 | | | | | 14 | 22 | 42.4 | 38.5 | | | | |
| any jobs<br>ualified | | | | | | | | | | | | | | | | |
| | 14 | 7 | 25.4 | 20.0 | | | | | 7 | 14 | 21.2 | 24.5 | | | | |
| jobs than<br>ified | | | | | | | | | | | | | | | | |
| | 10 | 0 | 18.1 | 0.0 | | | | | 3 | 7 | 9.0 | 12.2 | | | | |
| will you<br>der to | | | | | 3.97 | | .66 | | | | | | 3.33 | 3.93 | 1.06 | .73 |
| . diploma | 3 | 1 | 4.9 | 2.7 | | | | | 1 | 3 | 2.9 | 4.6 | | | | |
| | 5 | 3 | 8.1 | 8.1 | | | | | 1 | 7 | 2.9 | 10.9 | | | | |
| h.s. | | | | | | | | | | | | | | | | |
| | 1 | 20 | 1.6 | 54.0 | | | | | 18 | 3 | 52.9 | 4.6 | | | | |
| -h.s. | | | | | | | | | | | | | | | | |
| | 46 | 11 | 75.4 | 29.7 | | | | | 13 | 44 | 38.2 | 68.7 | | | | |
| t-h.s. | | | | | | | | | | | | | | | | |
| | 3 | 1 | 4.9 | 2.7 | | | | | 1 | 3 | 2.9 | 4.6 | | | | |
| | 1 | 0 | 1.6 | 0.0 | | | | | | 1 | | 1.5 | | | | |
| | 2 | 1 | 3.2 | 2.7 | | | | | | 3 | | 4.6 | | | | |

1974
Career Planning Survey - Junior High Level
Grade 9

| Item Number | Experimental - Horace Mann | | | | | | | | Co | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 3. Program: | | | | | 1.22 | 1.21 | 1.13 | 1.31 | | | |
| a. General Education | 47 | 65 | 69.1 | 70.6 | | | | | 44 | 61 | 56. |
| b. College Preparatory | 8 | 6 | 11.7 | 6.5 | | | | | 16 | 16 | 20. |
| c. Vocational | 3 | 3 | 4.4 | 3.2 | | | | | 3 | 9 | 3. |
| d. Undecided | 10 | 18 | 14.7 | 19.5 | | | | | 15 | 14 | 19. |
| 4. Plan to graduate from high school? | | | | | 1.00 | 1.02 | .51 | .52 | | | |
| a. Yes | 67 | 88 | 98.5 | 95.6 | | | | | 76 | 100 | 95. |
| b. No | 1 | 4 | 1.4 | 4.3 | | | | | 3 | 1 | 3.7 |
| 5. Last grade you plan to attend: | | | | | 3.97 | 3.97 | .59 | .53 | | | |
| a. 9th | 1 | 2 | 1.7 | 2.3 | | | | | 1 | 0 | 10.0 |
| b. 10th | 2 | 2 | 3.5 | 2.3 | | | | | 1 | 3 | 10.0 |
| c. 11th | 3 | 1 | 5.2 | 1.1 | | | | | 0 | 0 | 0 |
| d. 12th | 48 | 79 | 84.2 | 94.0 | | | | | 7 | 3 | 70.0 |
| 6. Plans after junior high school: | | | | | 1.93 | 1.98 | .65 | .57 | | | |
| a. vocational high school | 11 | 7 | 16.9 | 7.7 | | | | | 4 | 8 | 5.1 |
| b. academic high school | 50 | 78 | 76.9 | 86.6 | | | | | 69 | 93 | 89.6 |
| c. special high school | 3 | 5 | 4.6 | 5.5 | | | | | 4 | 1 | 5.1 |
| 7. To what degree have Ind. Ed., H.E., D.E. courses, etc. influenced your career? | | | | | 2.38 | 2.12 | 1.64 | 1.33 | | | |
| a. none | 18 | 23 | 27.2 | 25.5 | | | | | 23 | 34 | 30.2 |
| b. slightly | 17 | 35 | 25.7 | 38.8 | | | | | 24 | 31 | 31.5 |
| c. moderately | 26 | 30 | 39.3 | 33.3 | | | | | 16 | 32 | 21.0 |
| d. extensively | 5 | 2 | 7.5 | 2.2 | | | | | 13 | 4 | 17.0 |

1974
Career Planning Survey - Junior High Level
Grade 9

| er | Experimental - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | | | | | 1.22 | 1.21 | 1.13 | 1.31 | | | | | 1.38 | 1.32 | 1.4 | 1.507 |
| n | 47 | 65 | 69.1 | 70.6 | | | | | 44 | 61 | 56.4 | 60.3 | | | | |
| ory | 8 | 6 | 11.7 | 6.5 | | | | | 16 | 16 | 20.3 | 15.8 | | | | |
| | 3 | 3 | 4.4 | 3.2 | | | | | 3 | 9 | 3.8 | 8.9 | | | | |
| | 10 | 18 | 14.7 | 19.5 | | | | | 15 | 14 | 19.2 | 13.8 | | | | |
| om high school? | | | | | 1.00 | 1.02 | .51 | .52 | | | | | 1.02 | 1.005 | .5 | .505 |
| | 67 | 88 | 98.5 | 95.6 | | | | | 76 | 100 | 95.0 | 99.0 | | | | |
| | 1 | 4 | 1.4 | 4.3 | | | | | 3 | 1 | 3.7 | 0.9 | | | | |
| to attend: | | | | | 3.97 | 3.97 | .59 | .53 | | | | | 3.92 | 3.66 | .71 | 2.166 |
| | 1 | 2 | 1.7 | 2.3 | | | | | 1 | 0 | 10.0 | 0 | | | | |
| | 2 | 2 | 3.5 | 2.3 | | | | | 1 | 3 | 10.0 | 42.0 | | | | |
| | 3 | 1 | 5.2 | 1.1 | | | | | 0 | 0 | 0 | 0 | | | | |
| | 48 | 79 | 84.2 | 94.0 | | | | | 7 | 3 | 70.0 | 42.0 | | | | |
| high school: | | | | | 1.93 | 1.98 | .65 | .57 | | | | | 2.0 | 1.96 | .55 | .54 |
| school | 11 | 7 | 16.9 | 7.7 | | | | | 4 | 8 | 5.1 | 7.8 | | | | |
| hool | 50 | 78 | 76.9 | 86.6 | | | | | 69 | 93 | 89.6 | 91.1 | | | | |
| ool | 3 | 5 | 4.6 | 5.5 | | | | | 4 | 1 | 5.1 | 0.9 | | | | |
| Ind. Ed., H.E., influenced your | | | | | 2.38 | 2.12 | 1.64 | 1.33 | | | | | 2.12 | 2.03 | 1.7 | 1.59 |
| | 18 | 23 | 27.2 | 25.5 | | | | | 23 | 34 | 30.2 | 33.6 | | | | |
| | 17 | 35 | 25.7 | 38.8 | | | | | 24 | 31 | 31.5 | 30.6 | | | | |
| | 26 | 30 | 39.3 | 33.3 | | | | | 16 | 32 | 21.0 | 31.6 | | | | |
| | 5 | 2 | 7.5 | 2.2 | | | | | 13 | 4 | 17.0 | 3.9 | | | | |

1974
Career Planning Survey - Junior High Level
Grade 9

| Item Number | Experimental - Horace Mann | | | | | | | | Con | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % |
| | M | F | M | F | M | F | M | F | M | F | M |
| 8. Do your general ed. courses provide skills needed for your career? | | | | | 2.31 | 2.58 | 1.29 | 1.29 | | | |
| a. yes, completely | 9 | 13 | 13.2 | 14.2 | | | | | 10 | 9 | 12.6 |
| b. yes, for the most part | 31 | 29 | 45.5 | 31.8 | | | | | 34 | 29 | 43.0 |
| c. yes, to some extent | 20 | 42 | 29.4 | 46.1 | | | | | 30 | 52 | 37.9 |
| d. no | 8 | 6 | 11.7 | 6.5 | | | | | 5 | 11 | 6.3 |
| 9. Have you learned about LTI? | | | | | 2.00 | 2.07 | 1.35 | 1.11 | | | |
| a. little information | 20 | 21 | 29.4 | 22.8 | | | | | 33 | 52 | 41.0 |
| b. some information | 28 | 44 | 41.1 | 47.8 | | | | | 42 | 43 | 52.5 |
| c. considerable information | 15 | 25 | 22.0 | 27.1 | | | | | 5 | 4 | 6.2 |
| d. all information needed | 4 | 2 | 5.8 | 2.1 | | | | | 0 | 3 | 0.0 |
| 10. Have you learned about LTI from your counselor? | | | | | 1.59 | 1.48 | 1.33 | 1.19 | | | |
| a. little information | 32 | 47 | 47.0 | 51.0 | | | | | 30 | 49 | 37.5 |
| b. some information | 22 | 32 | 32.3 | 34.7 | | | | | 39 | 45 | 48.7 |
| c. considerable information | 12 | 12 | 17.6 | 13.0 | | | | | 11 | 7 | 13.7 |
| d. all information needed | 2 | 1 | 2.9 | 1.0 | | | | | 0 | 1 | 0.0 |
| 11. Have you assistance from counselor in choosing your career? | | | | | 1.29 | 1.33 | .99 | 1.12 | | | |
| a. none | 42 | 55 | 62.6 | 60.4 | | | | | 40 | 55 | 50.0 |
| b. some | 21 | 25 | 31.3 | 27.4 | | | | | 21 | 30 | 26.2 |
| c. enough | 4 | 11 | 5.9 | 12.0 | | | | | 19 | 17 | 23.7 |

1974
Career Planning Survey - Junior High Level
Grade 9

| | Experimental - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| er | N | | % | | Mdn | | IQR | | N | | % | | MMdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| d. courses provide | | | | | 2.31 | 2.58 | 1.29 | 1.29 | | | | | 2.36 | 2.75 | 1.22 | 1.17 |
| your career? | | | | | | | | | | | | | | | | |
| y | 9 | 13 | 13.2 | 14.2 | | | | | 10 | 9 | 12.6 | 8.8 | | | | |
| ost part | 31 | 29 | 45.5 | 31.8 | | | | | 34 | 29 | 43.0 | 28.4 | | | | |
| xtent | 20 | 42 | 29.4 | 46.1 | | | | | 30 | 52 | 37.9 | 50.9 | | | | |
| | 8 | 6 | 11.7 | 6.5 | | | | | 5 | 11 | 6.3 | 10.7 | | | | |
| about LTI? | | | | | 2.00 | 2.07 | 1.35 | 1.11 | | | | | 1.66 | 1.48 | 1.03 | 1.079 |
| tion | 20 | 21 | 29.4 | 22.8 | | | | | 33 | 52 | 41.0 | 50.9 | | | | |
| on | 28 | 44 | 41.1 | 47.8 | | | | | 42 | 43 | 52.5 | 42.1 | | | | |
| nformation | 15 | 25 | 22.0 | 27.1 | | | | | 5 | 4 | 6.2 | 3.9 | | | | |
| n needed | 4 | 2 | 5.8 | 2.1 | | | | | 0 | 3 | 0.0 | 2.9 | | | | |
| about LTI from | | | | | 1.59 | 1.48 | 1.33 | 1.19 | | | | | 1.75 | 1.54 | 1.10 | 1.09 |
| tion | 32 | 47 | 47.0 | 51.0 | | | | | 30 | 49 | 37.5 | 48.0 | | | | |
| on | 22 | 32 | 32.3 | 34.7 | | | | | 39 | 45 | 48.7 | 44.1 | | | | |
| nformation | 12 | 12 | 17.6 | 13.0 | | | | | 11 | 7 | 13.7 | 6.8 | | | | |
| n needed | 2 | 1 | 2.9 | 1.0 | | | | | 0 | 1 | 0.0 | 0.9 | | | | |
| ce from counselor | | | | | 1.29 | 1.33 | .99 | 1.12 | | | | | 1.5 | 1.42 | 1.4 | 1.25 |
| career? | | | | | | | | | | | | | | | | |
| | 42 | 55 | 62.6 | 60.4 | | | | | 40 | 55 | 50.0 | 53.9 | | | | |
| | 21 | 25 | 31.3 | 27.4 | | | | | 21 | 30 | 26.2 | 29.4 | | | | |
| | 4 | 11 | 5.9 | 12.0 | | | | | 19 | 17 | 23.7 | 16.6 | | | | |

1974
Career Planning Survey - Junior High Level
Grade 9

| Item Number | Experimental - Horace Mann | | | | | | | | Co | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 12. Have you learned about LTI from LTI staff members? | | | | | 2.50 | 2.64 | 2.24 | 2.14 | | | |
| a. no contact with staff | 24 | 28 | 35.2 | 30.4 | | | | | 65 | 81 | 81.2 |
| b. little information | 10 | 14 | 14.7 | 15.2 | | | | | 9 | 8 | 11.2 |
| c. some information | 18 | 28 | 26.4 | 30.4 | | | | | 7 | 6 | 7.5 |
| d. considerable information | 13 | 17 | 19.1 | 18.4 | | | | | 0 | 0 | 0.0 |
| e. all information needed | 3 | 5 | 4.4 | 5.4 | | | | | | | |
| 13. Do you have sufficient information on LTI to select a career? | | | | | 3.0 | 2.70 | 1.65 | 1.61 | | | |
| a. yes, very adequate | 9 | 17 | 13.4 | 18.4 | | | | | 6 | 7 | 7.5 |
| b. yes, for the most part | 13 | 22 | 19.4 | 23.9 | | | | | 9 | 10 | 11.3 |
| c. sufficient | 23 | 34 | 34.3 | 36.9 | | | | | 24 | 37 | 30.3 |
| d. insufficient | 1 | 19 | 31.3 | 20.6 | | | | | 39 | 42 | 49.3 |
| 14. Do you have sufficient information on post high school programs? | | | | | 3.13 | 3.10 | 1.68 | 1.39 | | | |
| a. yes, very adequate | 5 | 6 | 7.3 | 6.5 | | | | | 5 | 5 | 6.4 |
| b. yes, for the most part | 17 | 19 | 25.0 | 20.6 | | | | | 8 | 15 | 10.2 |
| c. sufficient | 19 | 35 | 27.9 | 38.0 | | | | | 28 | 24 | 35.8 |
| d. inadequate | 26 | 32 | 38.2 | 34.7 | | | | | 37 | 56 | 47.4 |
| 15. Will high school prepare for LTI? | | | | | 1.44 | 1.95 | 1.79 | 2.07 | | | |
| a. no | 36 | 41 | 52.9 | 44.5 | | | | | 46 | 57 | 58.9 |
| b. no, LTI does not offer program to meet my needs | 11 | 11 | 16.1 | 11.9 | | | | | 9 | 12 | 11.5 |
| c. somewhat | 15 | 27 | 22.0 | 29.3 | | | | | 15 | 22 | 19.2 |
| d. as much as possible | 6 | 13 | 8.8 | 14.1 | | | | | 8 | 11 | 10.2 |

## 1974
## Career Planning Survey - Junior High Level
## Grade 9

| | Experimental - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| about LTI from s? | | | | | 2.50 | 2.64 | 2.24 | 2.14 | | | | | 1.11 | 1.08 | .615 | .586 |
| th staff | 24 | 28 | 35.2 | 30.4 | | | | | 65 | 81 | 81.2 | 85.2 | | | | |
| ation | 10 | 14 | 14.7 | 15.2 | | | | | 9 | 8 | 11.2 | 7.8 | | | | |
| ion | 18 | 28 | 26.4 | 30.4 | | | | | 7 | 6 | 7.5 | 5.8 | | | | |
| information | 13 | 17 | 19.1 | 18.4 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| on needed | 3 | 5 | 4.4 | 5.4 | | | | | | | | | | | | |
| icient information a career? | | | | | 3.0 | 2.70 | 1.65 | 1.61 | | | | | 3.51 | 3.35 | 1.32 | 1.25 |
| quate | 9 | 17 | 13.4 | 18.4 | | | | | 6 | 7 | 7.5 | 7.2 | | | | |
| most part | 13 | 22 | 19.4 | 23.9 | | | | | 9 | 10 | 11.3 | 10.3 | | | | |
| | 23 | 34 | 34.3 | 36.9 | | | | | 24 | 37 | 30.3 | 38.1 | | | | |
| | 1 | 19 | 31.3 | 20.6 | | | | | 39 | 42 | 49.3 | 43.2 | | | | |
| icient information ool programs? | | | | | 3.13 | 3.10 | 1.68 | 1.39 | | | | | 3.42 | 3.61 | 1.24 | 1.34 |
| quate | 5 | 6 | 7.3 | 6.5 | | | | | 5 | 5 | 6.4 | 4.9 | | | | |
| most part | 17 | 19 | 25.0 | 20.6 | | | | | 8 | 15 | 10.2 | 14.8 | | | | |
| | 19 | 35 | 27.9 | 38.0 | | | | | 28 | 24 | 35.8 | 23.7 | | | | |
| | 26 | 32 | 38.2 | 34.7 | | | | | 37 | 56 | 47.4 | 54.7 | | | | |
| prepare for LTI? | | | | | 1.44 | 1.95 | 1.79 | 2.07 | | | | | 1.34 | 1.39 | 1.80 | 1.89 |
| | 36 | 41 | 52.9 | 44.5 | | | | | 46 | 57 | 58.9 | 55.8 | | | | |
| not offer program eeds | 11 | 11 | 16.1 | 11.9 | | | | | 9 | 12 | 11.5 | 11.7 | | | | |
| | 15 | 27 | 22.0 | 29.3 | | | | | 15 | 22 | 19.2 | 21.5 | | | | |
| ssible | 6 | 13 | 8.8 | 14.1 | | | | | 8 | 11 | 10.2 | 10.7 | | | | |

### 1974
### Career Planning Survey - Junior High Level
### Grade 9

| Item Number | Experimental - Horace Mann | | | | | | | | C | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 16. Are you sure of career choice? | | | | | 3.25 | 3.8 | 1.49 | 1.40 | | | |
| a. completely undecided | 10 | 6 | 14.7 | 6.5 | | | | | 5 | 4 | 6.3 |
| b. quite undecided | 6 | 9 | 8.8 | 9.7 | | | | | 10 | 5 | 12. |
| c. somewhat undecided | 24 | 35 | 35.2 | 38.0 | | | | | 33 | 41 | 41. |
| d. quite certain | 21 | 30 | 30.8 | 32.6 | | | | | 21 | 36 | 26. |
| e. very certain | 7 | 12 | 10.2 | 13.0 | | | | | 10 | 16 | 12. |
| 17. Educ. plans after high school? | | | | | 2.15 | 2.78 | 2.54 | 2.60 | | | |
| a. none | 24 | 26 | 36.9 | 33.3 | | | | | 16 | 36 | 30. |
| b. evening courses | 13 | 7 | 20.0 | 8.9 | | | | | 5 | 4 | 9. |
| c. LTI program | 10 | 21 | 15.3 | 26.9 | | | | | 14 | 14 | 26. |
| d. voc-tech; not LTI | 8 | 13 | 12.3 | 16.6 | | | | | 6 | 12 | 11. |
| e. private business school | 10 | 11 | 15.3 | 14.1 | | | | | 12 | 7 | 22. |
| 18. College bound? | | | | | 2.74 | 2.46 | 1.13 | 1.29 | | | |
| a. two year college | 8 | 16 | 12.9 | 18.1 | | | | | 11 | 14 | 16. |
| b. four year college | 14 | 29 | 22.5 | 32.9 | | | | | 24 | 27 | 36. |
| c. other | 37 | 42 | 59.6 | 47.7 | | | | | 30 | 40 | 54. |
| 19. Do you know of cooperative ed program offered by your school? | | | | | 1.48 | 1.37 | 1.13 | 1.02 | | | |
| a. yes | 34 | 53 | 50.7 | 57.6 | | | | | 27 | 43 | 34. |
| b. no | 26 | 35 | 38.8 | 38.0 | | | | | 51 | 58 | 65. |
| 20. Used Career Information Center? | | | | | 2.90 | 2.91 | .65 | .61 | | | |
| a. no, do not know where it is | 5 | 8 | 7.3 | 8.6 | | | | | 23 | 50 | 2. |
| b. no | 8 | 7 | 11.7 | 7.6 | | | | | 13 | 16 | 16. |
| c. yes | 52 | 75 | 76.4 | 81.5 | | | | | 43 | 34 | 53. |

## 1974
## Career Planning Survey - Junior High Level
## Grade 9

| | Experimental - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| career choice? | | | | | 3.25 | 3.8 | 1.49 | 1.40 | | | | | 3.24 | 3.52 | 1.39 | 1.3 |
| decided | 10 | 6 | 14.7 | 6.5 | | | | | 5 | 4 | 6.3 | 3.9 | | | | |
| ed | 6 | 9 | 8.8 | 9.7 | | | | | 10 | 5 | 12.6 | 4.9 | | | | |
| cided | 24 | 35 | 35.2 | 38.0 | | | | | 33 | 41 | 41.7 | 40.1 | | | | |
| | 21 | 30 | 30.8 | 32.6 | | | | | 21 | 36 | 26.5 | 35.2 | | | | |
| | 7 | 12 | 10.2 | 13.0 | | | | | 10 | 16 | 12.6 | 15.6 | | | | |
| r high school? | | | | | 2.15 | 2.78 | 2.54 | 2.60 | | | | | 2.89 | 1.62 | 2.96 | 2.55 |
| | 24 | 26 | 36.9 | 33.3 | | | | | 16 | 36 | 30.1 | 49.3 | | | | |
| es | 13 | 7 | 20.0 | 8.9 | | | | | 5 | 4 | 9.4 | 5.4 | | | | |
| | 10 | 21 | 15.3 | 26.9 | | | | | 14 | 14 | 26.4 | 19.1 | | | | |
| LTI | 8 | 13 | 12.3 | 16.6 | | | | | 6 | 12 | 11.3 | 16.4 | | | | |
| ess school | 10 | 11 | 15.3 | 14.1 | | | | | 12 | 7 | 22.6 | 9.5 | | | | |
| | | | | | 2.74 | 2.46 | 1.13 | 1.29 | | | | | 2.41 | 2.48 | 1.25 | 1.26 |
| ege | 8 | 16 | 12.9 | 18.1 | | | | | 11 | 14 | 16.6 | 17.2 | | | | |
| lege | 14 | 29 | 22.5 | 32.9 | | | | | 24 | 27 | 36.3 | 33.3 | | | | |
| | 3[illegible] | 42 | 59.6 | 47.7 | | | | | 30 | 40 | 54.4 | 49.3 | | | | |
| ooperative ed<br>by your school? | | | | | 1.48 | 1.37 | 1.13 | 1.02 | | | | | 1.73 | 1.63 | .89 | .97 |
| | 34 | 53 | 50.7 | 57.6 | | | | | 27 | 43 | 34.6 | 42.5 | | | | |
| | 26 | 35 | 38.8 | 38.0 | | | | | 51 | 58 | 65.3 | 47.4 | | | | |
| rmation Center? | | | | | 2.90 | 2.91 | .65 | .61 | | | | | 2.59 | 1.50 | 1.68 | 1.76 |
| ow where it is | 5 | 8 | 7.3 | 8.6 | | | | | 23 | 50 | 2.7 | 50.0 | | | | |
| | 8 | 7 | 11.7 | 7.6 | | | | | 13 | 16 | 16.2 | 16.0 | | | | |
| | 52 | 75 | 76.4 | 81.5 | | | | | 43 | 34 | 53.7 | 34.0 | | | | |

1974
Career Planning Survey - Junior High Level
Grade 9

| Item Number | Experimental - Horace Mann | | | | | | | | C | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 21. When did you select career? | | | | | 2.65 | 2.66 | 1.68 | 1.41 | | | |
| a. I have not. | 16 | 18 | 27.5 | 21.9 | | | | | 14 | 16 | 19. |
| b. elementary school | 18 | 15 | 13.7 | 18.2 | | | | | 8 | 12 | 11. |
| c. junior high school | 33 | 49 | 56.8 | 59.7 | | | | | 50 | 67 | 69. |
| 22. Employment opportunities? | | | | | 2.60 | 2.36 | 2.06 | 2.23 | | | |
| a. no career selected | 7 | 12 | 10.9 | 13.6 | | | | | 12 | 10 | 15. |
| b. do not know | 24 | 37 | 37.5 | 42.0 | | | | | 22 | 42 | 28. |
| c. few job openings | 10 | 10 | 15.6 | 11.3 | | | | | 15 | 10 | 19. |
| d. many jobs | 16 | 14 | 25.0 | 15.9 | | | | | 17 | 23 | 20. |
| e. more jobs than workers | 7 | 15 | 10.8 | 17.0 | | | | | 13 | 15 | 16. |
| 23. Education needed? | | | | | 3.04 | 3.70 | 2.44 | 2.57 | | | |
| a. less than high school diploma | 5 | 6 | 7.6 | 7.0 | | | | | 2 | 1 | 2. |
| b. high school diploma | 21 | 22 | 32.3 | 25.8 | | | | | 13 | 27 | 18. |
| c. one or two post high school yrs. | 12 | 11 | 18.4 | 12.9 | | | | | 17 | 23 | 23. |
| d. four years post high school | 11 | 17 | 16.9 | 20.0 | | | | | 16 | 12 | 22. |
| e. graduate work | 16 | 29 | 24.6 | 34.1 | | | | | 24 | 24 | 33. |

1974

## Career Planning Survey - Junior High Level

Grade 9

| | Experimental - Horace Mann | | | | | | | | Control - Farnsworth | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| lect career? | | | | | 2.65 | 2.66 | 1.68 | 1.41 | | | | | 2.78 | 2.79 | 1.14 | .99 |
| | 16 | 18 | 27.5 | 21.9 | | | | | 14 | 16 | 19.4 | 16.8 | | | | |
| chool | 18 | 15 | 13.7 | 18.2 | | | | | 8 | 12 | 11.1 | 21.6 | | | | |
| school | 33 | 49 | 56.8 | 59.7 | | | | | 50 | 67 | 69.4 | 70.5 | | | | |
| rtunities? | | | | | 2.60 | 2.36 | 2.06 | 2.23 | | | | | 2.83 | 2.45 | 2.25 | 2.21 |
| lected | 7 | 12 | 10.9 | 13.6 | | | | | 12 | 10 | 15.3 | 10.0 | | | | |
| | 24 | 37 | 37.5 | 42.0 | | | | | 22 | 42 | 28.2 | 42.0 | | | | |
| ings | 10 | 10 | 15.6 | 11.3 | | | | | 15 | 10 | 19.2 | 10.0 | | | | |
| | 16 | 14 | 25.0 | 15.9 | | | | | 17 | 23 | 20.5 | 23.0 | | | | |
| an workers | 7 | 15 | 10.8 | 17.0 | | | | | 13 | 15 | 16.6 | 15.0 | | | | |
| d? | | | | | 3.04 | 3.70 | 2.44 | 2.57 | | | | | 3.75 | 3.17 | 2.07 | 2.325 |
| gh school diploma | 5 | 6 | 7.6 | 7.0 | | | | | 2 | 1 | 2.7 | 1.1 | | | | |
| diploma | 21 | 22 | 32.3 | 25.8 | | | | | 13 | 27 | 18.0 | 31.0 | | | | |
| ost high school yrs. | 12 | 11 | 18.4 | 12.9 | | | | | 17 | 23 | 23.6 | 26.4 | | | | |
| ost high school | 11 | 17 | 16.9 | 20.0 | | | | | 16 | 12 | 22.2 | 13.7 | | | | |
| | 16 | 29 | 24.6 | 34.1 | | | | | 24 | 24 | 33.3 | 27.5 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 10

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 3. Program | | | | | 1.94 | 1.94 | 1.66 | 1.18 | | |
| a. general education | 30 | 28 | 32.6 | 30.4 | | | | | 23 | 21 |
| b. college preparatory | 36 | 41 | 39.1 | 44.5 | | | | | 8 | 10 |
| c. vocational | 7 | 12 | 7.6 | 13.0 | | | | | 3 | 3 |
| d. undecided | 19 | 11 | 20.6 | 11.9 | | | | | 11 | 9 |
| 4. Do you plan to graduate/High School? | | | | | 1.01 | 1.01 | .51 | .51 | | |
| a. yes | 89 | 90 | 97.8 | 97.8 | | | | | 44 | 44 |
| b. no | 2 | 2 | 2.1 | 2.1 | | | | | 0 | 3 |
| 5. Last grade you plan to attend: | | | | | 3.83 | 1.50 | 2.67 | 2.0 | | |
| a. 9th | 1 | 1 | 25.0 | 50.0 | | | | | 1 | 1 |
| b. 10th | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 2 |
| c. 11th | 0 | 1 | 0.0 | 50.0 | | | | | 1 | 0 |
| d. 12th | 3 | 0 | 75.0 | 0.0 | | | | | 19 | 16 |
| 6. Vocational course? | | | | | 1.08 | 1.04 | .58 | .55 | | |
| a. I am not a senior | 79 | 83 | 86.8 | 91.2 | | | | | 42 | 43 |
| b. yes | 5 | 1 | 5.4 | 1.0 | | | | | 0 | 1 |
| c. no | 7 | 7 | 7.6 | 7.6 | | | | | 2 | 2 |
| 7. Are your H.S. vocational courses related to career choice? | | | | | 1.45 | 1.80 | 2.24 | 2.56 | | |
| a. no career choice | 44 | 36 | 52.3 | 48.0 | | | | | 19 | 18 |
| b. little | 6 | 5 | 7.1 | 6.6 | | | | | 5 | 4 |
| c. some | 18 | 14 | 21.4 | 18.6 | | | | | 11 | 13 |
| d. considerable | 10 | 16 | 11.9 | 21.3 | | | | | 8 | 10 |
| e. directly related | 6 | 4 | 7.1 | 5.3 | | | | | 1 | 2 |

1974
Career Planning Survey - Secondary Level
Grade 10

| Number | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | | | | | 1.94 | 1.94 | 1.66 | 1.18 | | | | | 1.50 | 1.55 | 2.54 | 1.90 |
| ation | 30 | 28 | 32.6 | 30.4 | | | | | 23 | 21 | 50.0 | 48.8 | | | | |
| aratory | 36 | 41 | 39.1 | 44.5 | | | | | 8 | 10 | 17.3 | 23.2 | | | | |
| | 7 | 12 | 7.6 | 13.0 | | | | | 3 | 3 | 6.5 | 6.9 | | | | |
| | 19 | 11 | 20.6 | 11.9 | | | | | 11 | 9 | 23.9 | 20.9 | | | | |
| graduate/High School? | | | | | 1.01 | 1.01 | .51 | .51 | | | | | 1.03 | 1.00 | .53 | .50 |
| | 89 | 90 | 97.8 | 97.8 | | | | | 44 | 44 | 100 | 93.6 | | | | |
| | 2 | 2 | 2.1 | 2.1 | | | | | 0 | 3 | 0 | 6.3 | | | | |
| plan to attend: | | | | | 3.83 | 1.50 | 2.67 | 2.0 | | | | | 4.03 | 3.97 | .72 | .58 |
| | 1 | 1 | 25.0 | 50.0 | | | | | 1 | 1 | 4.5 | 4.3 | | | | |
| | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 2 | 0.0 | 8.6 | | | | |
| | 0 | 1 | 0.0 | 50.0 | | | | | 1 | 0 | 4.5 | 0.0 | | | | |
| | 3 | 0 | 75.0 | 0.0 | | | | | 19 | 16 | 86.3 | 69.5 | | | | |
| se? | | | | | 1.08 | 1.04 | .58 | .55 | | | | | 1.03 | 1.02 | .53 | .52 |
| enior | 79 | 83 | 86.8 | 91.2 | | | | | 42 | 43 | 95.4 | 93.4 | | | | |
| | 5 | 1 | 5.4 | 1.0 | | | | | 0 | 1 | 0.0 | 2.1 | | | | |
| | 7 | 7 | 7.6 | 7.6 | | | | | 2 | 2 | 4.5 | 4.3 | | | | |
| ocational courses er choice? | | | | | 1.45 | 1.80 | 2.24 | 2.56 | | | | | 2.62 | 2.10 | 2.37 | 2.24 |
| oice | 44 | 36 | 52.3 | 48.0 | | | | | 19 | 18 | 43.1 | 38.2 | | | | |
| | 6 | 5 | 7.1 | 6.6 | | | | | 5 | 4 | 11.3 | 8.5 | | | | |
| | 18 | 14 | 21.4 | 18.6 | | | | | 11 | 13 | 25.0 | 27.6 | | | | |
| | 10 | 16 | 11.9 | 21.3 | | | | | 8 | 10 | 18.1 | 21.2 | | | | |
| ated | 6 | 4 | 7.1 | 5.3 | | | | | 1 | 2 | 2.2 | 4.2 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 10

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 8. Have you learned about LTI from H.S. vocational instructors? | | | | | 1.77 | 1.69 | 1.42 | 1.49 | | |
| a. have taken no vocational courses | 37 | 39 | 41.1 | 44.3 | | | | | 9 | 16 |
| b. little | 30 | 26 | 33.3 | 29.5 | | | | | 18 | 13 |
| c. some | 15 | 17 | 16.6 | 19.3 | | | | | 15 | 14 |
| d. considerable | 7 | 6 | 7.7 | 6.8 | | | | | 1 | 4 |
| e. all needed information | 1 | 0 | 1.1 | 0.0 | | | | | 1 | 0 |
| 9. Have you learned about LTI from H.S. general educ. instructors? | | | | | 1.76 | 1.24 | .69 | .88 | | |
| a. little | 67 | 58 | 74.4 | 67.4 | | | | | 34 | 32 |
| b. some | 19 | 26 | 21.1 | 30.2 | | | | | 8 | 7 |
| c. considerable | 2 | 2 | 2.2 | 2.3 | | | | | 1 | 2 |
| d. all needed information | 2 | 0 | 2.2 | 0.0 | | | | | 0 | 2 |
| 10. Have you learned about LTI from counselor? | | | | | 1.09 | 1.10 | .59 | .60 | | |
| a. little | 75 | 72 | 84.2 | 82.7 | | | | | 37 | 36 |
| b. some | 8 | 13 | 8.9 | 14.9 | | | | | 4 | 8 |
| c. considerable | 3 | 2 | 3.3 | 2.2 | | | | | 2 | 2 |
| d. all needed information | 3 | 0 | 3.3 | 0.0 | | | | | 0 | 0 |
| 11. Has your guidance counselor helped you decide on career? | | | | | 1.20 | 1.37 | .82 | 1.12 | | |
| a. none | 66 | 53 | 70.9 | 57.6 | | | | | 25 | 27 |
| b. some | 22 | 29 | 23.6 | 31.5 | | | | | 15 | 16 |
| c. enough | 5 | 10 | 5.3 | 10.8 | | | | | 4 | 4 |

1974
Career Planning Survey - Secondary Level
Grade 10

| umber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| d about LTI from instructors? | | | | | 1.77 | 1.69 | 1.42 | 1.49 | | | | | 2.08 | 2.22 | 1.71 | 1.29 |
| o vocational courses | 37 | 39 | 41.1 | 44.3 | | | | | 9 | 16 | 20.4 | 34.0 | | | | |
| | 30 | 26 | 33.3 | 29.5 | | | | | 18 | 13 | 40.9 | 27.6 | | | | |
| | 15 | 17 | 16.6 | 19.3 | | | | | 15 | 14 | 34.0 | 29.7 | | | | |
| | 7 | 6 | 7.7 | 6.8 | | | | | 1 | 4 | 2.2 | 8.5 | | | | |
| nformation | 1 | 0 | 1.1 | 0.0 | | | | | 1 | 0 | 2.2 | 0.0 | | | | |
| d about LTI from uc. instructors? | | | | | 1.76 | 1.24 | .69 | .88 | | | | | 1.17 | 1.13 | .69 | .63 |
| | 67 | 58 | 74.4 | 67.4 | | | | | 34 | 32 | 79.0 | 74.4 | | | | |
| | 19 | 26 | 21.1 | 30.2 | | | | | 8 | 7 | 18.6 | 16.2 | | | | |
| | 2 | 2 | 2.2 | 2.3 | | | | | 1 | 2 | 2.3 | 4.6 | | | | |
| nformation | 2 | 0 | 2.2 | 0.0 | | | | | 0 | 2 | 0.0 | 4.6 | | | | |
| d about LTI from | | | | | 1.09 | 1.10 | .59 | .60 | | | | | 1.14 | 1.08 | .64 | .58 |
| | 75 | 72 | 84.2 | 82.7 | | | | | 37 | 36 | 86.0 | 78.2 | | | | |
| | 8 | 13 | 8.9 | 14.9 | | | | | 4 | 8 | 9.3 | 17.3 | | | | |
| | 3 | 2 | 3.3 | 2.2 | | | | | 2 | 2 | 4.6 | 4.3 | | | | |
| nformation | 3 | 0 | 3.3 | 0.0 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| ce counselor helped areer? | | | | | 1.20 | 1.37 | .82 | 1.12 | | | | | 1.37 | 1.38 | 1.08 | 1.09 |
| | 66 | 53 | 70.9 | 57.6 | | | | | 25 | 27 | 56.8 | 57.4 | | | | |
| | 22 | 29 | 23.6 | 31.5 | | | | | 15 | 16 | 34.0 | 34.0 | | | | |
| | 5 | 10 | 5.3 | 10.8 | | | | | 4 | 4 | 9.0 | 8.5 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 10

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 12. Have you learned about LTI from staff? | | | | | 1.14 | 1.13 | .64 | .63 | | |
| a. no contact with staff | 71 | 73 | 78.0 | 79.0 | | | | | 30 | 37 |
| b. little | 10 | 5 | 10.9 | 5.4 | | | | | 5 | 5 |
| c. some | 6 | 8 | 6.5 | 8.6 | | | | | 8 | 4 |
| d. considerable | 4 | 4 | 4.3 | 4.3 | | | | | 0 | 1 |
| e. all information needed | | | | | | | | | | |
| 13. Do you have sufficient information on LTI to select a career? | | | | | 3.77 | 3.38 | 1.06 | 1.85 | | |
| a. yes, very adequate | 5 | 10 | 5.8 | 11.6 | | | | | 1 | 1 |
| b. yes, mostly | 9 | 18 | 10.4 | 20.9 | | | | | 7 | 4 |
| c. sufficient | 13 | 17 | 15.1 | 19.7 | | | | | 5 | 14 |
| d. insufficient | 59 | 40 | 68.6 | 46.5 | | | | | 27 | 27 |
| 14. Do you have sufficient information on post high school programs? | | | | | 3.75 | 3.54 | 1.18 | 1.64 | | |
| a. yes, very adequate | 6 | 11 | 6.8 | 12.2 | | | | | 2 | 0 |
| b. yes, mostly | 10 | 13 | 11.4 | 14.4 | | | | | 3 | 2 |
| c. sufficient | 13 | 19 | 14.9 | 21.1 | | | | | 6 | 11 |
| d. insufficient | 58 | 46 | 66.6 | 51.1 | | | | | 30 | 34 |
| 15. Are you preparing for LTI? | | | | | 1.35 | 1.35 | 1.85 | 1.80 | | |
| a. no | 54 | 54 | 58.6 | 58.6 | | | | | 20 | 21 |
| b. no, LTI does not meet my needs | 8 | 10 | 8.6 | 10.8 | | | | | 10 | 4 |
| c. somewhat | 25 | 22 | 27.1 | 23.9 | | | | | 11 | 18 |
| d. as much as possible | 5 | 6 | 5.4 | 6.5 | | | | | 2 | 4 |

1974
Career Planning Survey - Secondary Level
Grade 10

| umber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| d about LTI from | | | | | 1.14 | 1.13 | .64 | .63 | | | | | 1.14 | 1.23 | .64 | 1.23 |
| ith staff | 71 | 73 | 78.0 | 79.0 | | | | | 30 | 37 | 68.1 | 78.7 | | | | |
| | 10 | 5 | 10.9 | 5.4 | | | | | 5 | 5 | 11.3 | 10.6 | | | | |
| | 6 | 8 | 6.5 | 8.6 | | | | | 8 | 4 | 18.1 | 8.5 | | | | |
| | 4 | 4 | 4.3 | 4.3 | | | | | 0 | 1 | 0.0 | 2.1 | | | | |
| ion needed | | | | | | | | | | | | | | | | |
| fficient information | | | | | 3.77 | 3.38 | 1.06 | 1.85 | | | | | 3.65 | 3.78 | 1.11 | 1.21 |
| t a career? | | | | | | | | | | | | | | | | |
| equate | 5 | 10 | 5.8 | 11.6 | | | | | 1 | 1 | 2.4 | 2.1 | | | | |
| | 9 | 18 | 10.4 | 20.9 | | | | | 7 | 4 | 17.0 | 8.6 | | | | |
| | 13 | 17 | 15.1 | 19.7 | | | | | 5 | 14 | 12.1 | 30.4 | | | | |
| | 59 | 40 | 68.6 | 46.5 | | | | | 27 | 27 | 65.8 | 58.6 | | | | |
| fficient information | | | | | 3.75 | 3.54 | 1.18 | 1.64 | | | | | 3.81 | 3.83 | .77 | .77 |
| hool programs? | | | | | | | | | | | | | | | | |
| equate | 6 | 11 | 6.8 | 12.2 | | | | | 2 | 0 | 4.7 | 0.0 | | | | |
| | 10 | 13 | 11.4 | 14.4 | | | | | 3 | 2 | 7.1 | 4.2 | | | | |
| | 13 | 19 | 14.9 | 21.1 | | | | | 6 | 11 | 14.2 | 23.4 | | | | |
| | 58 | 46 | 66.6 | 51.1 | | | | | 30 | 34 | 71.4 | 72.3 | | | | |
| ng for LTI? | | | | | 1.35 | 1.35 | 1.85 | 1.80 | | | | | 2.12 | 1.70 | 2.01 | 1.72 |
| | 54 | 54 | 58.6 | 58.6 | | | | | 20 | 21 | 45.4 | 44.6 | | | | |
| not meet my needs | 8 | 10 | 8.6 | 10.8 | | | | | 10 | 4 | 22.7 | 8.5 | | | | |
| | 25 | 22 | 27.1 | 23.9 | | | | | 11 | 18 | 25.0 | 38.2 | | | | |
| ossible | 5 | 6 | 5.4 | 6.5 | | | | | 2 | 4 | 4.5 | 8.5 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 10

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 16. Are you sure of your career choice? | | | | | 3.14 | 3.32 | 1.77 | 1.54 | | |
| a. completely undecided | 12 | 8 | 13.1 | 8.7 | | | | | 5 | 5 |
| b. quite undecided | 15 | 13 | 16.4 | 14.2 | | | | | 5 | 10 |
| c. somewhat undecided | 29 | 30 | 31.8 | 32.9 | | | | | 15 | 18 |
| d. quite certain | 25 | 29 | 27.4 | 31.8 | | | | | 14 | 10 |
| e. very certain | 10 | 11 | 10.9 | 12.0 | | | | | 4 | 4 |
| 17. What are educ. plans after H.S.? | | | | | 1.47 | 2.33 | 2.24 | 2.08 | | |
| a. none | 31 | 23 | 51.6 | 41.0 | | | | | 17 | 20 |
| b. evening courses | 6 | 6 | 10.0 | 10.7 | | | | | 5 | 3 |
| c. LTI vocational-tech. program | 11 | 19 | 18.3 | 33.9 | | | | | 7 | 9 |
| d. vocational-tech. school, not LTI | 7 | 7 | 11.6 | 12.5 | | | | | 6 | 8 |
| e. private business school | 5 | 1 | 8.3 | 1.7 | | | | | 7 | 7 |
| 18. What are your college plans? | | | | | 2.55 | 2.48 | 1.11 | 1.12 | | |
| a. two year college | 7 | 7 | 9.2 | 9.0 | | | | | 8 | 6 |
| b. four year college | 29 | 32 | 38.1 | 41.5 | | | | | 10 | 8 |
| c. other | 40 | 37 | 52.6 | 48.0 | | | | | 21 | 31 |
| 19. Do you know of the cooperative ed program offered by your school? | | | | | 1.72 | 1.48 | .95 | .99 | | |
| a. yes | 34 | 47 | 36.5 | 51.0 | | | | | 17 | 9 |
| b. no | 56 | 45 | 60.2 | 48.9 | | | | | 30 | 34 |
| 20. Have you used Career Information Center in your H.S.? | | | | | 2.69 | 2.65 | .99 | 1.02 | | |
| a. no, do not know what it is | 3 | 4 | 3.2 | 4.3 | | | | | 29 | 23 |
| b. no | 33 | 34 | 35.4 | 36.9 | | | | | 11 | 16 |
| c. yes | 56 | 54 | 60.2 | 58.6 | | | | | 7 | 4 |

1974
Career Planning Survey - Secondary Level
Grade 10

| umber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| your career choice? | | | | | 3.14 | 3.32 | 1.77 | 1.54 | | | | | 2.97 | 3.27 | 1.55 | 1.47 |
| ndecided | 12 | 8 | 13.1 | 8.7 | | | | | 5 | 5 | 11.6 | 10.6 | | | | |
| ded | 15 | 13 | 16.4 | 14.2 | | | | | 5 | 10 | 11.6 | 21.2 | | | | |
| ecided | 29 | 30 | 31.8 | 32.9 | | | | | 15 | 18 | 34.8 | 38.2 | | | | |
| n | 25 | 29 | 27.4 | 31.8 | | | | | 14 | 10 | 32.5 | 21.2 | | | | |
| | 10 | 11 | 10.9 | 12.0 | | | | | 4 | 4 | 9.3 | 8.5 | | | | |
| plans after H.S.? | | | | | 1.47 | 2.33 | 2.24 | 2.08 | | | | | 2.56 | 2.30 | 2.82 | 2.79 |
| | 31 | 23 | 51.6 | 41.0 | | | | | 17 | 20 | 40.4 | 42.5 | | | | |
| ses | 6 | 6 | 10.0 | 10.7 | | | | | 5 | 3 | 11.9 | 6.3 | | | | |
| al-tech. program | 11 | 19 | 18.3 | 33.9 | | | | | 7 | 9 | 16.6 | 19.1 | | | | |
| ech. school, not LTI | 7 | 7 | 11.6 | 12.5 | | | | | 6 | 8 | 14.2 | 17.0 | | | | |
| ness school | 5 | 1 | 8.3 | 1.7 | | | | | 7 | 7 | 16.6 | 14.8 | | | | |
| ollege plans? | | | | | 2.55 | 2.48 | 1.11 | 1.12 | | | | | 2.77 | 2.59 | .98 | 1.37 |
| lege | 7 | 7 | 9.2 | 9.0 | | | | | 8 | 6 | 20.0 | 13.3 | | | | |
| llege | 29 | 32 | 38.1 | 41.5 | | | | | 10 | 8 | 25.0 | 17.7 | | | | |
| | 40 | 37 | 52.6 | 48.0 | | | | | 21 | 31 | 52.5 | 68.8 | | | | |
| he cooperative ed by your school? | | | | | 1.72 | 1.48 | .95 | .99 | | | | | 1.72 | 1.86 | .92 | .63 |
| | 34 | 47 | 36.5 | 51.0 | | | | | 17 | 9 | 36.1 | 20.9 | | | | |
| | 56 | 45 | 60.2 | 48.9 | | | | | 30 | 34 | 63.8 | 79.0 | | | | |
| reer Information .S.? | | | | | 2.69 | 2.65 | .99 | 1.02 | | | | | 1.31 | 1.43 | 1.16 | 1.11 |
| ow what it is | 3 | 4 | 3.2 | 4.3 | | | | | 29 | 23 | 61.7 | 53.4 | | | | |
| | 33 | 34 | 35.4 | 36.9 | | | | | 11 | 16 | 23.4 | 37.2 | | | | |
| | 56 | 54 | 60.2 | 58.6 | | | | | 7 | 4 | 14.8 | 9.3 | | | | |

### 1974
### Career Planning Survey - Secondary Level
### Grade 10

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 21. When did you select your career? | | | | | 1.35 | 2.54 | 2.01 | 2.04 | | |
| a. I have not | 53 | 34 | 58.8 | 38.2 | | | | | 19 | 12 |
| b. in elementary school | 5 | 9 | 5.5 | 10.1 | | | | | 0 | 1 |
| c. in junior high school | 22 | 34 | 24.4 | 38.2 | | | | | 14 | 5 |
| d. in high school | 9 | 12 | 10.0 | 13.4 | | | | | 7 | 16 |
| 22. What are your career's employment opportunities? | | | | | 1.63 | 1.88 | 1.43 | 1.06 | | |
| a. no career selected | 42 | 28 | 46.1 | 30.7 | | | | | 18 | 10 |
| b. I do not know | 27 | 46 | 29.6 | 50.5 | | | | | 18 | 26 |
| c. few job openings | 8 | 4 | 8.7 | 4.3 | | | | | 2 | 3 |
| d. many job openings | 7 | 6 | 7.6 | 6.5 | | | | | 4 | 3 |
| e. more jobs than workers | 7 | 7 | 7.6 | 7.6 | | | | | 5 | 2 |
| 23. How much education do you need for your career? | | | | | 2.82 | 3.18 | 2.03 | 2.05 | | |
| a. less than high school diploma | 5 | 4 | 6.3 | 4.7 | | | | | 2 | 0 |
| b. high school diploma | 31 | 25 | 39.2 | 29.4 | | | | | 11 | 14 |
| c. one or two years post high school | 11 | 20 | 13.9 | 23.5 | | | | | 16 | 13 |
| d. four years post high school | 24 | 20 | 30.3 | 23.5 | | | | | 6 | 10 |
| e. graduate work | 8 | 16 | 10.1 | 18.8 | | | | | 5 | 4 |

1974
Career Planning Survey - Secondary Level
Grade 10

| Number | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| lect your career? | | | | | 1.35 | 2.54 | 2.01 | 2.04 | | | | | 2.57 | 3.40 | 2.26 | 2.79 |
| | 53 | 34 | 58.8 | 38.2 | | | | | 19 | 12 | 47.5 | 34.2 | | | | |
| y school | 5 | 9 | 5.5 | 10.1 | | | | | 0 | 1 | 0.0 | 2.8 | | | | |
| gh school | 22 | 34 | 24.4 | 38.2 | | | | | 14 | 5 | 35.0 | 14.2 | | | | |
| ol | 9 | 12 | 10.0 | 13.4 | | | | | 7 | 16 | 17.5 | 45.7 | | | | |
| areer's employment | | | | | 1.63 | 1.88 | 1.43 | 1.06 | | | | | 1.81 | 1.96 | 1.31 | .85 |
| lected | 42 | 28 | 46.1 | 30.7 | | | | | 18 | 10 | 38.2 | 22.7 | | | | |
| w | 27 | 46 | 29.6 | 50.5 | | | | | 18 | 26 | 38.2 | 59.0 | | | | |
| ings | 8 | 4 | 8.7 | 4.3 | | | | | 2 | 3 | 4.2 | 6.8 | | | | |
| nings | 7 | 6 | 7.6 | 6.5 | | | | | 4 | 3 | 8.5 | 6.8 | | | | |
| an workers | 7 | 7 | 7.6 | 7.6 | | | | | 5 | 2 | 10.6 | 4.5 | | | | |
| ion do you need ? | | | | | 2.82 | 3.18 | 2.03 | 2.05 | | | | | 2.94 | 3.00 | 1.44 | 1.64 |
| gh school diploma | 5 | 4 | 6.3 | 4.7 | | | | | 2 | 0 | 5.0 | 0.0 | | | | |
| diploma | 31 | 25 | 39.2 | 29.4 | | | | | 11 | 14 | 27.5 | 34.1 | | | | |
| ears post high school | 11 | 20 | 13.9 | 23.5 | | | | | 16 | 13 | 40.0 | 31.7 | | | | |
| ost high school | 24 | 20 | 30.3 | 23.5 | | | | | 6 | 10 | 15.0 | 24.3 | | | | |
| k | 8 | 16 | 10.1 | 18.8 | | | | | 5 | 4 | 12.5 | 9.7 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 11

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | |
| 3. Program | | | | | 2.01 | 1.96 | .92 | 1.07 | | | |
| a. general education | 22 | 21 | 22.4 | 27.6 | | | | | 13 | 17 | 29 |
| b. college preparatory | 53 | 37 | 54.0 | 48.6 | | | | | 12 | 9 | 27 |
| c. vocational | 15 | 11 | 15.3 | 14.4 | | | | | 9 | 7 | 20 |
| d. undecided | 8 | 7 | 8.1 | 9.2 | | | | | 10 | 2 | 22 |
| 4. Do you plan to graduate/High School? | | | | | 1.02 | 1.0 | .52 | .50 | | | |
| a. yes | 95 | 77 | 96.9 | 100 | | | | | 45 | 34 | 10 |
| b. no | 3 | 0 | 3.0 | | | | | | 0 | 1 | 0 |
| 5. Last grade you plan to attend: | | | | | 3.83 | 3.67 | 2.67 | 2.96 | | | |
| a. 9th | 1 | 2 | 25.0 | 40.0 | | | | | 1 | 0 | 11 |
| b. 10th | 0 | 0 | 0 | 0.0 | | | | | 0 | 0 | |
| c. 11th | 0 | 0 | 0 | 0.0 | | | | | 0 | 1 | |
| d. 12th | 3 | 3 | 75.0 | 60.0 | | | | | 7 | 5 | 77 |
| 6. Vocational course? | | | | | 1.11 | 1.04 | .61 | .54 | | | |
| a. I am not a senior | 79 | 70 | 82.2 | 93.3 | | | | | 42 | 34 | 93 |
| b. yes | 10 | 0 | 10.4 | 0.0 | | | | | 1 | 0 | 2 |
| c. no | 7 | 5 | 7.2 | 6.6 | | | | | 2 | 1 | 4 |
| 7. Are your H.S. vocational courses related to career choice? | | | | | 2.98 | 2.50 | 2.59 | 2.18 | | | |
| a. no career choice | 26 | 27 | 31.7 | 38.5 | | | | | 22 | 12 | 50 |
| b. little | 3 | 8 | 3.6 | 11.4 | | | | | 4 | 3 | 9 |
| c. some | 25 | 21 | 30.4 | 30.0 | | | | | 6 | 11 | 13 |
| d. considerable | 20 | 10 | 24.3 | 14.2 | | | | | 8 | 7 | 18 |
| e. directly related | 8 | 4 | 9.7 | 5.7 | | | | | 4 | 2 | 9 |

## 1974
## Career Planning Survey - Secondary Level
## Grade 11

| mber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | | | | | 2.01 | 1.96 | .92 | 1.07 | | | | | 2.25 | 1.56 | 2.04 | 1.52 |
| tion | 22 | 21 | 22.4 | 27.6 | | | | | 13 | 17 | 29.5 | 48.5 | | | | |
| ratory | 53 | 37 | 54.0 | 48.6 | | | | | 12 | 9 | 27.2 | 25.7 | | | | |
| | 15 | 11 | 15.3 | 14.4 | | | | | 9 | 7 | 20.4 | 20.0 | | | | |
| | 8 | 7 | 8.1 | 9.2 | | | | | 10 | 2 | 22.7 | 5.7 | | | | |
| raduate/High School? | | | | | 1.02 | 1.0 | .52 | .50 | | | | | 1.0 | 1.01 | .50 | .51 |
| | 95 | 77 | 96.9 | 100 | | | | | 45 | 34 | 100 | 97.1 | | | | |
| | 3 | 0 | 3.0 | | | | | | 0 | 1 | 0 | 2.8 | | | | |
| lan to attend: | | | | | 3.83 | 3.67 | 2.67 | 2.96 | | | | | 4.0 | 3.90 | .64 | .60 |
| | 1 | 2 | 25.0 | 40.0 | | | | | 1 | 0 | 11.1 | 0.0 | | | | |
| | 0 | 0 | 0 | 0.0 | | | | | 0 | 0 | 0 | 0.0 | | | | |
| | 0 | 0 | 0 | 0.0 | | | | | 0 | 1 | 0 | 16.6 | | | | |
| | 3 | 3 | 75.0 | 60.0 | | | | | 7 | 5 | 77.7 | 83.3 | | | | |
| e? | | | | | 1.11 | 1.04 | .61 | .54 | | | | | 1.0 | 1.01 | 4.54 | .51 |
| nior | 79 | 70 | 82.2 | 93.3 | | | | | 42 | 34 | 93.3 | 97.1 | | | | |
| | 10 | 0 | 10.4 | 0.0 | | | | | 1 | 0 | 2.2 | 0.0 | | | | |
| | 7 | 5 | 7.2 | 6.6 | | | | | 2 | 1 | 4.4 | 2.8 | | | | |
| cational courses r choice? | | | | | 2.98 | 2.50 | 2.59 | 2.18 | | | | | 1.54 | 2.72 | 2.62 | 2.30 |
| oice | 26 | 27 | 31.7 | 38.5 | | | | | 22 | 12 | 50.0 | 34.2 | | | | |
| | 3 | 8 | 3.6 | 11.4 | | | | | 4 | 3 | 9.0 | 8.5 | | | | |
| | 25 | 21 | 30.4 | 30.0 | | | | | 6 | 11 | 13.6 | 31.4 | | | | |
| | 20 | 10 | 24.3 | 14.2 | | | | | 8 | 7 | 18.1 | 20.0 | | | | |
| ted | 8 | 4 | 9.7 | 5.7 | | | | | 4 | 2 | 9.0 | 5.7 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 11

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | |
| 8. Have you learned about LTI from H.S. vocational instructors? | | | | | 1.90 | 2.04 | 1.76 | 1.63 | | | |
| a. have taken no vocational courses | 38 | 25 | 39.5 | 33.3 | | | | | 13 | 9 | 28 |
| b. little | 25 | 23 | 26.0 | 30.6 | | | | | 12 | 8 | 26 |
| c. some | 23 | 22 | 23.9 | 29.3 | | | | | 14 | 13 | 31 |
| d. considerable | 6 | 5 | 6.2 | 6.6 | | | | | 5 | 4 | 11 |
| e. all needed information | 4 | 0 | 4.1 | 0.0 | | | | | 1 | 0 | 2 |
| 9. Have you learned about LTI from H.S. general educ. instructors? | | | | | 1.27 | 1.37 | .98 | 1.02 | | | |
| a. little | 62 | 43 | 64.5 | 57.3 | | | | | 23 | 21 | 52 |
| b. some | 27 | 29 | 28.1 | 38.6 | | | | | 18 | 12 | 40 |
| c. considerable | 4 | 3 | 4.1 | 4.0 | | | | | 3 | 0 | 6 |
| d. all needed information | 3 | 0 | 3.1 | 0.0 | | | | | 0 | 0 | 0 |
| 10. Have you learned about LTI from counselor? | | | | | 1.20 | 1.10 | .79 | .60 | | | |
| a. little | 69 | 62 | 71.8 | 83.7 | | | | | 31 | 21 | 68 |
| b. some | 22 | 10 | 22.9 | 13.5 | | | | | 10 | 9 | 22 |
| c. considerable | 3 | 2 | 3.1 | 2.7 | | | | | 2 | 3 | 4 |
| d. all needed information | 1 | 0 | 1.0 | 0.0 | | | | | 2 | 0 | 4 |
| 11. Has your guidance counselor helped you decide on career? | | | | | 1.44 | 1.49 | 1.25 | 1.20 | | | |
| a. none | 52 | 39 | 53.0 | 50.6 | | | | | 19 | 14 | 42 |
| b. some | 30 | 27 | 30.6 | 35.0 | | | | | 17 | 17 | 37 |
| c. enough | 15 | 11 | 15.3 | 14.2 | | | | | 9 | 4 | 20 |

1974
Career Planning Survey - Secondary Level
Grade 11

| ber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| about LTI from instructors? | | | | | 1.90 | 2.04 | 1.76 | 1.63 | | | | | 2.30 | 2.50 | 1.76 | 1.71 |
| vocational courses | 38 | 25 | 39.5 | 33.3 | | | | | 13 | 9 | 28.8 | 26.4 | | | | |
| | 25 | 23 | 26.0 | 30.6 | | | | | 12 | 8 | 26.6 | 23.5 | | | | |
| | 23 | 22 | 23.9 | 29.3 | | | | | 14 | 13 | 31.1 | 38.2 | | | | |
| | 6 | 5 | 6.2 | 6.6 | | | | | 5 | 4 | 11.1 | 11.7 | | | | |
| formation | 4 | 0 | 4.1 | 0.0 | | | | | 1 | 0 | 2.2 | 0.0 | | | | |
| about LTI from c. instructors? | | | | | 1.27 | 1.37 | .98 | 1.02 | | | | | 1.46 | 1.29 | 1.08 | .92 |
| | 62 | 43 | 64.5 | 57.3 | | | | | 23 | 21 | 52.2 | 63.6 | | | | |
| | 27 | 29 | 28.1 | 38.6 | | | | | 18 | 12 | 40.9 | 36.3 | | | | |
| | 4 | 3 | 4.1 | 4.0 | | | | | 3 | 0 | 6.8 | 0.0 | | | | |
| formation | 3 | 0 | 3.1 | 0.0 | | | | | 0 | 0 | 0 | 0.0 | | | | |
| about LTI from | | | | | 1.20 | 1.10 | .79 | .60 | | | | | 1.23 | 1.29 | .91 | 1.02 |
| | 69 | 62 | 71.8 | 83.7 | | | | | 31 | 21 | 68.8 | 63.6 | | | | |
| | 22 | 10 | 22.9 | 13.5 | | | | | 10 | 9 | 22.2 | 27.2 | | | | |
| | 3 | 2 | 3.1 | 2.7 | | | | | 2 | 3 | 4.4 | 9.0 | | | | |
| formation | 1 | 0 | 1.0 | 0.0 | | | | | 2 | 0 | 4.4 | 0.0 | | | | |
| e counselor helped reer? | | | | | 1.44 | 1.49 | 1.25 | 1.20 | | | | | 1.71 | 1.71 | 1.28 | 1.10 |
| | 52 | 39 | 53.0 | 50.6 | | | | | 19 | 14 | 42.2 | 40.0 | | | | |
| | 30 | 27 | 30.6 | 35.0 | | | | | 17 | 17 | 37.7 | 48.5 | | | | |
| | 15 | 11 | 15.3 | 14.2 | | | | | 9 | 4 | 20.0 | 11.4 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 11

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 12. Have you learned about LTI from staff? | | | | | 1.13 | 1.10 | .63 | .59 | | |
| a. no contact with staff | 78 | 65 | 79.5 | 84.4 | | | | | 32 | 25 |
| b. little | 10 | 2 | 10.2 | 2.5 | | | | | 6 | 2 |
| c. some | 5 | 9 | 5.1 | 11.6 | | | | | 6 | 7 |
| d. considerable | 4 | 1 | 4.0 | 1.2 | | | | | 1 | 1 |
| e. all information needed | | | | | | | | | | |
| 13. Do you have sufficient information on LTI to select a career? | | | | | 3.69 | 3.61 | 1.59 | 1.54 | | |
| a. yes, very adequate | 14 | 10 | 15.7 | 13.6 | | | | | 4 | 5 |
| b. yes, mostly | 8 | 8 | 8.9 | 10.9 | | | | | 4 | 3 |
| c. sufficienty | 12 | 14 | 13.4 | 19.1 | | | | | 14 | 9 |
| d. insufficient | 54 | 41 | 60.6 | 56.1 | | | | | 20 | 15 |
| 14. Do you have sufficient information on post high school programs? | | | | | 3.22 | 3.72 | 1.61 | 1.15 | | |
| a. yes, very adequate | 9 | 4 | 9.6 | 5.4 | | | | | 3 | 3 |
| b. yes, mostly | 18 | 7 | 19.3 | 9.4 | | | | | 9 | 2 |
| c. sufficient | 27 | 16 | 29.0 | 21.6 | | | | | 9 | 8 |
| d. insufficient | 39 | 46 | 41.9 | 62.1 | | | | | 23 | 21 |
| 15. Are you preparing for LTI? | | | | | 1.42 | 1.32 | 1.71 | 1.74 | | |
| a. no | 53 | 47 | 54.6 | 61.0 | | | | | 27 | 10 |
| b. no, LTI does not meet my needs | 16 | 8 | 16.4 | 10.3 | | | | | 6 | 4 |
| c. somewhat | 22 | 18 | 22.6 | 23.3 | | | | | 8 | 17 |
| d. as much as possible | 6 | 4 | 6.1 | 5.1 | | | | | 4 | 4 |

1974
Career Planning Survey - Secondary Level
Grade 11

| | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| mber | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| d about LTI from | | | | | 1.13 | 1.10 | .63 | .59 | | | | | 1.20 | 1.20 | 0.94 | 1.28 |
| ith staff | 78 | 65 | 79.5 | 84.4 | | | | | 32 | 25 | 71.1 | 71.4 | | | | |
| | 10 | 2 | 10.2 | 2.5 | | | | | 6 | 2 | 13.3 | 5.7 | | | | |
| | 5 | 9 | 5.1 | 11.6 | | | | | 6 | 7 | 13.3 | 20.0 | | | | |
| | 4 | 1 | 4.0 | 1.2 | | | | | 1 | 1 | 2.2 | 2.8 | | | | |
| ion needed | | | | | | | | | | | | | | | | |
| ficient information | | | | | 3.69 | 3.61 | 1.59 | 1.54 | | | | | 3.43 | 3.39 | 1.30 | 1.47 |
| t a career? | | | | | | | | | | | | | | | | |
| equate | 14 | 10 | 15.7 | 13.6 | | | | | 4 | 5 | 9.5 | 15.6 | | | | |
| | 8 | 8 | 8.9 | 10.9 | | | | | 4 | 3 | 9.5 | 9.3 | | | | |
| | 12 | 14 | 13.4 | 19.1 | | | | | 14 | 9 | 33.3 | 28.1 | | | | |
| | 54 | 41 | 60.6 | 56.1 | | | | | 20 | 15 | 47.6 | 46.8 | | | | |
| ficient information | | | | | 3.22 | 3.72 | 1.61 | 1.15 | | | | | 3.54 | 3.69 | 1.63 | 1.16 |
| hool programs? | | | | | | | | | | | | | | | | |
| equate | 9 | 4 | 9.6 | 5.4 | | | | | 3 | 3 | 6.8 | 8.8 | | | | |
| | 18 | 7 | 19.3 | 9.4 | | | | | 9 | 2 | 20.4 | 5.8 | | | | |
| | 27 | 16 | 29.0 | 21.6 | | | | | 9 | 8 | 20.4 | 23.5 | | | | |
| | 39 | 46 | 41.9 | 62.1 | | | | | 23 | 21 | 52.2 | 61.7 | | | | |
| ng for LTI? | | | | | 1.42 | 1.32 | 1.71 | 1.74 | | | | | 1.33 | 2.71 | 1.68 | 1.85 |
| | 53 | 47 | 54.6 | 61.0 | | | | | 27 | 10 | 60.0 | 28.5 | | | | |
| not meet my needs | 16 | 8 | 16.4 | 10.3 | | | | | 6 | 4 | 13.3 | 11.4 | | | | |
| | 22 | 18 | 22.6 | 23.3 | | | | | 8 | 17 | 17.7 | 48.5 | | | | |
| ossible | 6 | 4 | 6.1 | 5.1 | | | | | 4 | 4 | 8.8 | 11.4 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 11

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | |
| 16. Are you sure of your career choice? | | | | | 3.21 | 3.36 | 1.74 | 1.34 | | | |
| a. completely undecided | 12 | 5 | 12.6 | 6.5 | | | | | 6 | 1 | 13 |
| b. quite undecided | 15 | 9 | 15.7 | 11.8 | | | | | 4 | 6 | 8 |
| c. somewhat undecided | 29 | 28 | 30.5 | 36.8 | | | | | 21 | 13 | 46 |
| d. quite certain | 29 | 29 | 30.5 | 38.1 | | | | | 12 | 11 | 26 |
| e. very certain | 10 | 5 | 10.5 | 6.5 | | | | | 2 | 4 | 4 |
| 17. What are educ. plans after H.S.? | | | | | 1.88 | 1.75 | 1.97 | 2.23 | | | |
| a. none | 23 | 20 | 44.2 | 47.6 | | | | | 23 | 11 | 53 |
| b. evening courses | 8 | 4 | 15.3 | 9.5 | | | | | 2 | 6 | 4 |
| c. LTI vocational-tech. program | 15 | 10 | 28.8 | 23.8 | | | | | 5 | 9 | 11 |
| d. vocational-tech. school, not LTI | 3 | 4 | 5.7 | 9.5 | | | | | 8 | 4 | 18 |
| e. private business school | 3 | 4 | 5.7 | 9.5 | | | | | 5 | 4 | 11 |
| 18. What are your college plans? | | | | | 2.34 | 2.37 | 1.08 | 1.15 | | | |
| a. two year college | 6 | 7 | 7.8 | 11.8 | | | | | 8 | 6 | 20 |
| b. four year college | 38 | 26 | 50.0 | 44.0 | | | | | 11 | 2 | 27 |
| c. other | 31 | 25 | 40.7 | 42.3 | | | | | 21 | 25 | 32 |
| 19. Do you know of the cooperative ed program offered by your school? | | | | | 1.27 | 1.23 | .90 | .83 | | | |
| a. yes | 64 | 53 | 65.3 | 68.8 | | | | | 22 | 17 | 48 |
| b. no | 34 | 24 | 34.6 | 31.1 | | | | | 23 | 16 | 51 |
| 20. Have you used Career Information Center in your H.S.? | | | | | 2.68 | 2.80 | .95 | .78 | | | |
| a. no, do not know what it is | 0 | 1 | 0.0 | 1.2 | | | | | 19 | 16 | 42 |
| b. no | 38 | 21 | 38.7 | 27.2 | | | | | 16 | 10 | 35 |
| c. yes | 60 | 55 | 61.2 | 71.4 | | | | | 10 | 8 | 22 |

1974
Career Planning Survey - Secondary Level
Grade 11

| umber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| f your career choice? | | | | | 3.21 | 3.36 | 1.74 | 1.34 | | | | | 3.10 | 3.31 | 1.17 | 1.43 |
| undecided | 12 | 5 | 12.6 | 6.5 | | | | | 6 | 1 | 13.3 | 2.8 | | | | |
| ided | 15 | 9 | 15.7 | 11.8 | | | | | 4 | 6 | 8.8 | 17.1 | | | | |
| decided | 29 | 28 | 30.5 | 36.8 | | | | | 21 | 13 | 46.6 | 37.1 | | | | |
| in | 29 | 29 | 30.5 | 38.1 | | | | | 12 | 11 | 26.6 | 31.4 | | | | |
| n | 10 | 5 | 10.5 | 6.5 | | | | | 2 | 4 | 4.4 | 11.4 | | | | |
| plans after H.S.? | | | | | 1.88 | 1.75 | 1.97 | 2.23 | | | | | 1.43 | 2.50 | 2.81 | 2.17 |
| | 23 | 20 | 44.2 | 47.6 | | | | | 23 | 11 | 53.4 | 32.3 | | | | |
| rses | 8 | 4 | 15.3 | 9.5 | | | | | 2 | 6 | 4.6 | 17.6 | | | | |
| nal-tech. program | 15 | 10 | 28.8 | 23.8 | | | | | 5 | 9 | 11.6 | 26.4 | | | | |
| tech. school, not LTI | 3 | 4 | 5.7 | 9.5 | | | | | 8 | 4 | 18.6 | 11.7 | | | | |
| iness school | 3 | 4 | 5.7 | 9.5 | | | | | 5 | 4 | 11.6 | 11.7 | | | | |
| college plans? | | | | | 2.34 | 2.37 | 1.08 | 1.15 | | | | | 2.55 | 2.84 | 1.34 | .66 |
| llege | 6 | 7 | 7.8 | 11.8 | | | | | 8 | 6 | 20.0 | 18.1 | | | | |
| ollege | 38 | 26 | 50.0 | 44.0 | | | | | 11 | 2 | 27.5 | 6.0 | | | | |
| | 31 | 25 | 40.7 | 42.3 | | | | | 21 | 25 | 52.5 | 75.7 | | | | |
| the cooperative ed | | | | | 1.27 | 1.23 | .90 | .83 | | | | | 1.52 | 1.50 | .99 | 1.03 |
| d by your school? | | | | | | | | | | | | | | | | |
| | 64 | 53 | 65.3 | 68.8 | | | | | 22 | 17 | 48.8 | 50.0 | | | | |
| | 34 | 24 | 34.6 | 31.1 | | | | | 23 | 16 | 51.1 | 47.0 | | | | |
| Career Information | | | | | 2.68 | 2.80 | .95 | .78 | | | | | 1.72 | 1.60 | 1.33 | 1.42 |
| H.S.? | | | | | | | | | | | | | | | | |
| know what it is | 0 | 1 | 0.0 | 1.2 | | | | | 19 | 16 | 42.2 | 47.0 | | | | |
| | 38 | 21 | 38.7 | 27.2 | | | | | 16 | 10 | 35.5 | 29.4 | | | | |
| | 60 | 55 | 61.2 | 71.4 | | | | | 10 | 8 | 22.2 | 23.5 | | | | |

## 1974
## Career Planning Survey - Secondary Level
## Grade 11

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | |
| 21. When did you select your career? | | | | | 2.76 | 2.75 | 2.67 | 2.56 | | | |
| a. I have not | 37 | 31 | 41.1 | 40.7 | | | | | 19 | 10 | 51 |
| b. in elementary school | 3 | 2 | 3.3 | 2.6 | | | | | 1 | 0 | 2 |
| c. in junior high school | 19 | 20 | 21.1 | 26.3 | | | | | 4 | 10 | 10 |
| d. in high school | 31 | 23 | 34.4 | 30.2 | | | | | 13 | 9 | 35 |
| 22. What are your career's employment opportunities? | | | | | 1.98 | 2.00 | 2.08 | 2.10 | | | |
| a. no career selected | 34 | 25 | 35.0 | 32.8 | | | | | 19 | 8 | 45 |
| b. I do not know | 30 | 26 | 30.9 | 34.2 | | | | | 8 | 11 | 19 |
| c. few job openings | 11 | 7 | 11.3 | 9.2 | | | | | 7 | 5 | 16 |
| d. many job openings | 13 | 10 | 13.4 | 13.1 | | | | | 6 | 5 | 14 |
| e. more jobs than workers | 9 | 8 | 9.2 | 10.5 | | | | | 2 | 5 | 4 |
| 23. How much education do you need for your career? | | | | | 3.31 | 3.18 | 2.20 | 1.83 | | | |
| a. less than high school diploma | 3 | 2 | 3.8 | 3.3 | | | | | 1 | 1 | 2 |
| b. high school diploma | 23 | 18 | 29.4 | 30.5 | | | | | 15 | 8 | 38 |
| c. one or two years post high school | 16 | 14 | 20.5 | 23.7 | | | | | 8 | 12 | 20 |
| d. four years post high school | 18 | 19 | 23.0 | 32.2 | | | | | 10 | 4 | 25 |
| e. graduate work | 18 | 6 | 23.0 | 10.1 | | | | | 5 | 2 | 12 |

1974
Career Planning Survey - Secondary Level
Grade 11

| mber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| lect your career? | | | | | 2.76 | 2.75 | 2.67 | 2.56 | | | | | 1.47 | 2.95 | 2.80 | 2.47 |
| | 37 | 31 | 41.1 | 40.7 | | | | | 19 | 10 | 51.3 | 34.4 | | | | |
| y school | 3 | 2 | 3.3 | 2.6 | | | | | 1 | 0 | 2.7 | 0.0 | | | | |
| gh school | 19 | 20 | 21.1 | 26.3 | | | | | 4 | 10 | 10.8 | 34.4 | | | | |
| ol | 31 | 23 | 34.4 | 30.2 | | | | | 13 | 9 | 35.1 | 31.0 | | | | |
| areer's employment | | | | | 1.98 | 2.00 | 2.08 | 2.10 | | | | | 1.75 | 2.32 | 2.09 | 2.25 |
| lected | 34 | 25 | 35.0 | 32.8 | | | | | 19 | 8 | 45.2 | 23.5 | | | | |
| w | 30 | 26 | 30.9 | 34.2 | | | | | 8 | 11 | 19.0 | 32.3 | | | | |
| ings | 11 | 7 | 11.3 | 9.2 | | | | | 7 | 5 | 16.6 | 14.7 | | | | |
| nings | 13 | 10 | 13.4 | 13.1 | | | | | 6 | 5 | 14.2 | 14.7 | | | | |
| an workers | 9 | 8 | 9.2 | 10.5 | | | | | 2 | 5 | 4.7 | 14.7 | | | | |
| ion do you need for | | | | | 3.31 | 3.18 | 2.20 | 1.83 | | | | | 2.94 | 2.88 | 1.94 | 1.22 |
| gh school diploma | 3 | 2 | 3.8 | 3.3 | | | | | 1 | 1 | 2.5 | 3.7 | | | | |
| diploma | 23 | 18 | 29.4 | 30.5 | | | | | 15 | 8 | 38.4 | 29.6 | | | | |
| ears post high school | 16 | 14 | 20.5 | 23.7 | | | | | 8 | 12 | 20.5 | 44.4 | | | | |
| ost high school | 18 | 19 | 23.0 | 32.2 | | | | | 10 | 4 | 25.6 | 14.8 | | | | |
| k | 18 | 6 | 23.0 | 10.1 | | | | | 5 | 2 | 12.8 | 7.4 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 12

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 3. Program | | | | | 2.07 | 2.04 | 1.26 | 1.48 | | | |
| a. general education | 18 | 17 | 24.0 | 28.8 | | | | | 18 | 8 | 28 |
| b. college preparatory | 34 | 23 | 45.4 | 38.9 | | | | | 25 | 21 | 39 |
| c. vocational | 15 | 11 | 20.0 | 18.6 | | | | | 10 | 6 | 15 |
| d. undecided | 8 | 8 | 10.6 | 13.5 | | | | | 11 | 2 | 17 |
| 4. Do you plan to graduate/High School? | | | | | 1.03 | 1.01 | .53 | .51 | | | |
| a. yes | 71 | 58 | 94.6 | | | | | | 64 | 35 | 10 |
| b. no | 4 | 1 | 5.4 | | | | | | 0 | 1 | |
| 5. Last grade you plan to attend: | | | | | 3.92 | 3.83 | .75 | 2.67 | | | |
| a. 9th | 1 | 1 | 11.1 | 25.0 | | | | | 0 | 0 | 0 |
| b. 10th | 0 | 0 | 0.0 | 0.0 | | | | | 2 | 0 | 15 |
| c. 11th | 1 | 0 | 11.1 | 0.0 | | | | | 1 | 1 | 7 |
| d. 12th | 6 | 3 | 66.6 | 75.0 | | | | | 8 | 6 | 61 |
| 6. Vocational courses? | | | | | 2.89 | 2.86 | .61 | .71 | | | |
| a. I am not a senior | 1 | 2 | 13.0 | 3.3 | | | | | 2 | 1 | 3 |
| b. yes | 12 | 13 | 16.2 | 22.0 | | | | | 15 | 5 | 23 |
| c. no | 61 | 41 | 82.4 | 70.0 | | | | | 45 | 31 | 71 |
| 7. Are your H.S. vocational courses related to career choice? | | | | | 2.97 | 2.22 | 2.48 | 2.44 | | | |
| a. no career choice | 16 | 21 | 24.2 | 38.1 | | | | | 28 | 8 | 46 |
| b. little | 8 | 9 | 12.1 | 16.3 | | | | | 12 | 4 | 20 |
| c. some | 19 | 10 | 28.7 | 18.1 | | | | | 15 | 13 | 25 |
| d. considerable | 12 | 13 | 18.1 | 23.6 | | | | | 3 | 6 | 5 |
| e. directly related | 11 | 2 | 16.6 | 3.6 | | | | | 2 | 3 | 3 |

1974
Career Planning Survey - Secondary Level
Grade 12

| mber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | | | | | 2.07 | 2.04 | 1.26 | 1.48 | | | | | 2.06 | 2.00 | 1.61 | .88 |
| ion | 18 | 17 | 24.0 | 28.8 | | | | | 18 | 8 | 28.1 | 21.6 | | | | |
| atory | 34 | 23 | 45.4 | 38.9 | | | | | 25 | 21 | 39.0 | 56.7 | | | | |
| | 15 | 11 | 20.0 | 18.6 | | | | | 10 | 6 | 15.6 | 16.2 | | | | |
| | 8 | 8 | 10.6 | 13.5 | | | | | 11 | 2 | 17.1 | 5.4 | | | | |
| aduate/High School? | | | | | 1.03 | 1.01 | .53 | .51 | | | | | 1.- | 1.01 | .50 | .51 |
| | 71 | 58 | 94.6 | | | | | | 64 | 35 | 100. | 97.2 | | | | |
| | 4 | 1 | 5.4 | | | | | | 0 | 1 | | 2.7 | | | | |
| an to attend: | | | | | 3.92 | 3.83 | .75 | 2.67 | | | | | 3.94 | 3.92 | .81 | .58 |
| | 1 | 1 | 11.1 | 25.0 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| | 0 | 0 | 0.0 | 0.0 | | | | | 2 | 0 | 15.3 | 0.0 | | | | |
| | 1 | 0 | 11.1 | 0.0 | | | | | 1 | 1 | 7.6 | 14.2 | | | | |
| | 6 | 3 | 66.6 | 75.0 | | | | | 8 | 6 | 61.5 | 85.7 | | | | |
| s? | | | | | 2.89 | 2.86 | .61 | .71 | | | | | 2.82 | 2.90 | .76 | .60 |
| ior | 1 | 2 | 13.0 | 3.3 | | | | | 2 | 1 | 3.1 | 2.7 | | | | |
| | 12 | 13 | 16.2 | 22.0 | | | | | 15 | 5 | 23.8 | 13.5 | | | | |
| | 61 | 41 | 82.4 | 70.0 | | | | | 45 | 31 | 71.4 | 83.7 | | | | |
| ational courses choice? | | | | | 2.97 | 2.22 | 2.48 | 2.44 | | | | | 1.67 | 2.88 | 1.8 | 1.96 |
| ce | 16 | 21 | 24.2 | 38.1 | | | | | 28 | 8 | 46.6 | 23.5 | | | | |
| | 8 | 9 | 12.1 | 16.3 | | | | | 12 | 4 | 20.0 | 11.7 | | | | |
| | 19 | 10 | 28.7 | 18.1 | | | | | 15 | 13 | 25.0 | 38.2 | | | | |
| | 12 | 13 | 18.1 | 23.6 | | | | | 3 | 6 | 5.0 | 17.6 | | | | |
| ed | 11 | 2 | 16.6 | 3.6 | | | | | 2 | 3 | 3.3 | 8.8 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 12

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 8. Have you learned about LTI from [illegible]S. vocational instructors? | | | | | 2.41 | 2.- | 1.85 | 1.75 | | | |
| a. have taken no vocational courses | 17 | 20 | 22.9 | 33.8 | | | | | 17 | 7 | 27 |
| b. little | 22 | 18 | 29.7 | 30.5 | | | | | 16 | 13 | 25 |
| c. some | 18 | 13 | 24.3 | 22.0 | | | | | 19 | 9 | 30 |
| d. considerable | 12 | 5 | 16.2 | 8.4 | | | | | 8 | 4 | 12 |
| e. all needed information | 5 | 3 | 6.7 | 5.0 | | | | | 2 | 3 | |
| 9. Have you learned about LTI from H.S. general educ. instructors? | | | | | 1.27 | 1.24 | .98 | .88 | | | |
| a. little | 49 | 40 | 65.3 | 68.9 | | | | | 40 | 24 | 63 |
| b. some | 20 | 16 | 26.6 | 27.5 | | | | | 19 | 8 | 30 |
| c. considerable | 5 | 1 | 6.6 | 1.7 | | | | | 4 | 5 | |
| d. all needed information | 1 | 1 | 1.3 | 1.7 | | | | | 0 | 0 | |
| 10. Have you learned about LTI from counselor? | | | | | 1.46 | 1.62 | 1.30 | 1.28 | | | |
| a. little | 39 | 27 | 52.0 | 46.5 | | | | | 38 | 18 | 60 |
| b. some | 22 | 20 | 29.3 | 34.4 | | | | | 19 | 10 | 30 |
| c. considerable | 10 | 6 | 13.3 | 10.3 | | | | | 3 | 5 | |
| d. all needed information | 4 | 4 | 5.3 | 6.8 | | | | | 2 | 4 | |
| 11. Has your guidance counselor helped you decide on career? | | | | | 1.85 | 2.08 | 1.3[illegible] | [illegible] | | | |
| a. none | 28 | 15 | 37.3 | 25.4 | | | | | 16 | 11 | 2 |
| b. some | 27 | 25 | 36.0 | 42.3 | | | | | 30 | 15 | 4 |
| c. enough | 20 | 19 | 26.6 | 32.2 | | | | | 18 | 11 | 2 |

1974
Career Planning Survey - Secondary Level
Grade 12

| mber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| about LTI from instructors? | | | | | 2.41 | 2.- | 1.85 | 1.75 | | | | | 2.38 | 2.35 | 1.80 | 1.62 |
| vocational courses | 17 | 20 | 22.9 | 33.8 | | | | | 17 | 7 | 27.4 | 19.4 | | | | |
| | 22 | 18 | 29.7 | 30.5 | | | | | 16 | 13 | 25.8 | 36.1 | | | | |
| | 18 | 13 | 24.3 | 22.0 | | | | | 19 | 9 | 30.6 | 25.0 | | | | |
| | 12 | 5 | 16.2 | 8.4 | | | | | 8 | 4 | 12.9 | 11.1 | | | | |
| formation | 5 | 3 | 6.7 | 5.0 | | | | | 2 | 3 | 3.2 | 8.3 | | | | |
| about LTI from c. instructors? | | | | | 1.27 | 1.24 | .98 | .88 | | | | | 1.29 | 1.27 | .99 | 1.08 |
| | 49 | 40 | 65.3 | 68.9 | | | | | 40 | 24 | 63.4 | 64.8 | | | | |
| | 20 | 16 | 26.6 | 27.5 | | | | | 19 | 8 | 30.1 | 21.6 | | | | |
| | 5 | 1 | 6.6 | 1.7 | | | | | 4 | 5 | 6.3 | 13.5 | | | | |
| formation | 1 | 1 | 1.3 | 1.7 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| about LTI from | | | | | 1.46 | 1.62 | 1.30 | 1.28 | | | | | 1.33 | 1.55 | 1.07 | 1.46 |
| | 39 | 27 | 52.0 | 46.5 | | | | | 38 | 18 | 60.3 | 48.6 | | | | |
| | 22 | 20 | 29.3 | 34.4 | | | | | 19 | 10 | 30.1 | 27.0 | | | | |
| | 10 | 6 | 13.3 | 10.3 | | | | | 3 | 5 | 4.7 | 13.5 | | | | |
| formation | 4 | 4 | 5.3 | 6.8 | | | | | 2 | 4 | 3.1 | 10.8 | | | | |
| e counselor e on career? | | | | | 1.85 | 2.08 | 1.39 | 1.21 | | | | | 2.03 | 2.00 | 1.11 | 1 32 |
| | 28 | 15 | 37.3 | 25.4 | | | | | 16 | 11 | 25.0 | 29.7 | | | | |
| | 27 | 25 | 36.0 | 42.3 | | | | | 30 | 15 | 46.8 | 40.5 | | | | |
| | 20 | 19 | 26.6 | 32.2 | | | | | 18 | 11 | 28.1 | 29.7 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 12

| Item Number | Experimental - North | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 12. Have you learned about LTI from staff? | | | | | 1.26 | 1.11 | 1.66 | .61 | | | . |
| a. no contact with staff | 49 | 48 | 66.2 | 81.3 | | | | | 41 | 20 | 64 |
| b. little | 6 | 5 | 8.1 | 8.4 | | | | | 10 | 7 | 15 |
| c. some | 14 | 6 | 18.9 | 10.0 | | | | | 11 | 7 | 17 |
| d. considerable | 3 | 0 | 4.0 | 0.0 | | | | | 1 | 3 | 1 |
| e. all information needed | 2 | 0 | 2.7 | 0.0 | | | | | 1 | 0 | 1 |
| 13. Do you have sufficient information on LTI to select a career? | | | | | 3.33 | 3.32 | 2.24 | 2.09 | | | |
| a. yes, very adequate | 16 | 11 | 21.6 | 20.0 | | | | | 8 | 4 | 13. |
| b. yes, mostly | 11 | 8 | 14.8 | 14.5 | | | | | 11 | 9 | 18. |
| c. sufficiently | 12 | 11 | 16.2 | 20.0 | | | | | 12 | 10 | 19. |
| d. insufficient | 35 | 25 | 47.2 | 45.4 | | | | | 30 | 14 | 49. |
| 14. Do you have sufficient information on post high school programs? | | | | | 2.93 | 2.42 | 2.24 | 1.98 | | | |
| a. yes, very adequate | 17 | 12 | 22.6 | 21.4 | | | | | 8 | 3 | 12. |
| b. yes, mostly | 14 | 18 | 18.6 | 32.1 | | | | | 10 | 11 | 16. |
| c. sufficient | 15 | 11 | 20.0 | 19.6 | | | | | 15 | 9 | 24. |
| d. insufficient | 28 | 15 | 37.3 | 26.7 | | | | | 29 | 12 | 46. |
| 15. Are you preparing for LTI? | | | | | 1.44 | 1.20 | 1.96 | .98 | | | |
| a. no | 40 | 42 | 53.3 | 71.1 | | | | | 41 | 22 | 64. |
| b. no, LTI does not meet my needs | 6 | 6 | 8.0 | 10.1 | | | | | 9 | 2 | 14. |
| c. somewhat | 24 | 8 | 32.0 | 13.5 | | | | | 14 | 8 | 21. |
| d. as much as possible | 4 | 3 | 5.3 | 5.0 | | | | | 0 | 5 | 0. |

1974
Career Planning Survey - Secondary Level
Grade 12

| Number | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ed about LTI from | | | | | 1.26 | 1.11 | 1.66 | .61 | | | | | 1.28 | 1.43 | 1.31 | 1.64 |
| with staff | 49 | 48 | 66.2 | 81.3 | | | | | 41 | 20 | 64.0 | 54.0 | | | | |
| | 6 | 5 | 8.1 | 8.4 | | | | | 10 | 7 | 15.6 | 18.9 | | | | |
| | 14 | 6 | 18.9 | 10.0 | | | | | 11 | 7 | 17.1 | 18.9 | | | | |
| | 3 | 0 | 4.0 | 0.0 | | | | | 1 | 3 | 1.5 | 8.1 | | | | |
| ion needed | 2 | 0 | 2.7 | 0.0 | | | | | 1 | 0 | 1.5 | 0.0 | | | | |
| fficient information t a career? | | | | | 3.33 | 3.32 | 2.24 | 2.09 | | | | | 3.46 | 3.05 | 1.83 | 1.76 |
| equate | 16 | 11 | 21.6 | 20.0 | | | | | 8 | 4 | 13.1 | 10.8 | | | | |
| | 11 | 8 | 14.8 | 14.5 | | | | | 11 | 9 | 18.0 | 24.3 | | | | |
| | 12 | 11 | 16.2 | 20.0 | | | | | 12 | 10 | 19.6 | 27.0 | | | | |
| | 35 | 25 | 47.2 | 45.4 | | | | | 30 | 14 | 49.1 | 37.8 | | | | |
| fficient information hool programs? | | | | | 2.93 | 2.42 | 2.24 | 1.98 | | | | | 3.37 | 2.94 | 1.72 | 1.79 |
| equate | 17 | 12 | 22.6 | 21.4 | | | | | 8 | 3 | 12.9 | 8.3 | | | | |
| | 14 | 18 | 18.6 | 32.1 | | | | | 10 | 11 | 16.1 | 30.5 | | | | |
| | 15 | 11 | 20.0 | 19.6 | | | | | 15 | 9 | 24.1 | 25.0 | | | | |
| | 28 | 15 | 37.3 | 26.7 | | | | | 29 | 12 | 46.7 | 33.3 | | | | |
| ng for LTI? | | | | | 1.44 | 1.20 | 1.96 | .98 | | | | | 1.28 | 1.34 | 1.39 | 2.05 |
| | 40 | 42 | 53.3 | 71.1 | | | | | 41 | 22 | 64.0 | 59.4 | | | | |
| not meet my needs | 6 | 6 | 8.0 | 10.1 | | | | | 9 | 2 | 14.0 | 5.4 | | | | |
| | 24 | 8 | 32.0 | 13.5 | | | | | 14 | 8 | 21.8 | 21.6 | | | | |
| ossible | 4 | 3 | 5.3 | 5.0 | | | | | 0 | 5 | 0.0 | 13.5 | | | | |

1974

## Career Planning Survey - Secondary Level

Grade 12

| Item Number | Experimental - North | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | |
| | M | F | M | F | M | F | M | F | M | F |
| 16. Are you sure of your career choice? | | | | | 3.52 | 3.22 | 1.51 | 2.06 | | |
| a. completely undecided | 8 | 6 | 10.6 | 10.3 | | | | | 9 | 1 |
| b. quite undecided | 6 | 12 | 8.0 | 20.6 | | | | | 10 | 6 |
| c. somewhat undecided | 23 | 15 | 30.6 | 25.8 | | | | | 22 | 9 |
| d. quite certain | 27 | 13 | 36.0 | 22.4 | | | | | 16 | 16 |
| e. very certain | 11 | 12 | 14.6 | 20.6 | | | | | 6 | 5 |
| 17. What are educ. plans after H.S.? | | | | | 2.50 | 1.32 | 2.42 | 1.42 | | |
| a. none | 16 | 22 | 38.0 | 61.1 | | | | | 24 | 9 |
| b. evening courses | 5 | 6 | 11.9 | 16.6 | | | | | 6 | 5 |
| c. LTI vocational-tech. program | 10 | 4 | 23.8 | 11.1 | | | | | 5 | 9 |
| d. vocational-tech. school, not LTI | 7 | 4 | 16.6 | 11.1 | | | | | 10 | 3 |
| e. private business school | 4 | 0 | 9.5 | 0.0 | | | | | 6 | 1 |
| 18. What are your college plans? | | | | | 2.33 | 2.43 | 1.14 | 1.21 | | |
| a. two year college | 8 | 5 | 13.1 | 13.8 | | | | | 11 | 5 |
| b. four year college | 27 | 14 | 44.2 | 38.8 | | | | | 14 | 10 |
| c. other | 26 | 16 | 42.6 | 44.4 | | | | | 27 | 16 |
| 19. Do you know of the cooperative ed. program offered by your school? | | | | | 1.65 | 1.31 | .99 | .94 | | |
| a. yes | 31 | 37 | 41.3 | 62.7 | | | | | 38 | 18 |
| b. no | 42 | 22 | 56.0 | 37.2 | | | | | 25 | 19 |
| 20. Have you used Career Information Center in your H.S.? | | | | | 2.88 | 2.86 | .63 | .64 | | |
| a. no, do not know what it is | 2 | 2 | 2.6 | 3.3 | | | | | 26 | 11 |
| b. no | 13 | 11 | 17.3 | 18.6 | | | | | 18 | 7 |
| c. yes | 60 | 46 | 80.0 | 77.9 | | | | | 20 | 19 |

1974
Career Planning Survey - Secondary Level
Grade 12

| Number | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| f your career choice? | | | | | 3.52 | 3.22 | 1.51 | 2.06 | | | | | 3.07 | 3.66 | 1.72 | 1.48 |
| undecided | 8 | 6 | 10.6 | 10.3 | | | | | 9 | 1 | 14.2 | 2.7 | | | | |
| ided | 6 | 12 | 8.0 | 20.6 | | | | | 10 | 6 | 15.8 | 16.2 | | | | |
| decided | 23 | 15 | 30.6 | 25.8 | | | | | 22 | 9 | 34.9 | 24.3 | | | | |
| in | 27 | 13 | 36.0 | 22.4 | | | | | 16 | 16 | 25.3 | 43.2 | | | | |
| n | 11 | 12 | 14.6 | 20.6 | | | | | 6 | 5 | 9.5 | 13.5 | | | | |
| plans after H.S.? | | | | | 2.50 | 1.32 | 2.42 | 1.42 | | | | | 1.75 | 2.40 | 2.79 | 1.94 |
| | 16 | 22 | 38.0 | 61.1 | | | | | 24 | 9 | 47.0 | 33.3 | | | | |
| rses | 5 | 6 | 11.9 | 16.6 | | | | | 6 | 5 | 11.7 | 18.5 | | | | |
| nal-tech. program | 10 | 4 | 23.8 | 11.1 | | | | | 5 | 9 | 9.8 | 33.3 | | | | |
| tech. school, not LTI | 7 | 4 | 16.6 | 11.1 | | | | | 10 | 3 | 19.6 | 11.1 | | | | |
| iness school | 4 | 0 | 9.5 | 0.0 | | | | | 6 | 1 | 11.7 | 3.7 | | | | |
| college plans? | | | | | 2.33 | 2.43 | 1.14 | 1.21 | | | | | 2.54 | 2.53 | 1.38 | 1.54 |
| llege | 8 | 5 | 13.1 | 13.8 | | | | | 11 | 5 | 21.1 | 16.1 | | | | |
| ollege | 27 | 14 | 44.2 | 38.8 | | | | | 14 | 10 | 26.9 | 32.2 | | | | |
| | 26 | 16 | 42.6 | 44.4 | | | | | 27 | 16 | 51.9 | 51.6 | | | | |
| the cooperative ed. d by your school? | | | | | 1.65 | 1.31 | .99 | .94 | | | | | 1.34 | 1.53 | .98 | .99 |
| | 31 | 37 | 41.3 | 62.7 | | | | | 38 | 18 | 59.3 | 48.6 | | | | |
| | 42 | 22 | 56.0 | 37.2 | | | | | 25 | 19 | 39.0 | 51.3 | | | | |
| Career Information H.S.? | | | | | 2.88 | 2.86 | .63 | .64 | | | | | 1.83 | 2.53 | 1.58 | 1.67 |
| know what it is | 2 | 2 | 2.6 | 3.3 | | | | | 26 | 11 | 40.6 | 29.7 | | | | |
| | 13 | 11 | 17.3 | 18.6 | | | | | 18 | 7 | 28.1 | 18.9 | | | | |
| | 60 | 46 | 80.0 | 77.9 | | | | | 20 | 19 | 31.2 | 51.3 | | | | |

1974
Career Planning Survey - Secondary Level
Grade 12

| Item Number | Experimental - North | | | | | | | | C | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 21. When did you select your career? | | | | | 3.55 | 2.88 | 2.27 | 2.74 | | | |
| a. I have not | 15 | 21 | 23.8 | 39.6 | | | | | 29 | 10 | 51 |
| b. in elementary school | 3 | 3 | 4.7 | 5.6 | | | | | 0 | 2 | 0 |
| c. in junior high school | 12 | 8 | 19.0 | 15.0 | | | | | 4 | 2 | 7 |
| d. in high school | 33 | 21 | 52.3 | 39.6 | | | | | 23 | 18 | 41 |
| 22. What are your career's employment opportunities? | | | | | 2.31 | 2.03 | 2.29 | 2.67 | | | |
| a. no career selected | 20 | 21 | 27.0 | 36.8 | | | | | 27 | 8 | 43 |
| b. I do not know | 21 | 14 | 28.3 | 24.5 | | | | | 14 | 10 | 22 |
| c. few job openings | 11 | 5 | 14.8 | 8.7 | | | | | 8 | 4 | 12 |
| d. many job openings | 16 | 7 | 21.6 | 12.2 | | | | | 4 | 7 | 6 |
| e. more jobs than workers | 6 | 10 | 8.1 | 17.5 | | | | | 9 | 7 | 14 |
| 23. How much education do you need for your career? | | | | | 3.31 | 3.28 | 1.98 | 1.98 | | | |
| a. less than high school diploma | 1 | 1 | 1.5 | 2.3 | | | | | 2 | 1 | 3 |
| b. high school diploma | 19 | 14 | 28.7 | 32.5 | | | | | 19 | 9 | 33 |
| c. one or two years post high school | 16 | 8 | 24.2 | 18.6 | | | | | 10 | 9 | 17 |
| d. four years post high school | 17 | 13 | 25.7 | 30.2 | | | | | 15 | 12 | 26 |
| e. graduate work | 13 | 7 | 19.6 | 16.2 | | | | | 10 | 2 | 17 |

1974
Career Planning Survey - Secondary Level
Grade 12

| ber | Experimental - North | | | | | | | | Control - South | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| t your career? | | | | | 3.55 | 2.88 | 2.27 | 2.74 | | | | | 1.47 | 3.61 | 2.91 | 2.76 |
| | 15 | 21 | 23.8 | 39.6 | | | | | 29 | 10 | 51.7 | 31.2 | | | | |
| chool | 3 | 3 | 4.7 | 5.6 | | | | | 0 | 2 | 0.0 | 6.2 | | | | |
| school | 12 | 8 | 19.0 | 15.0 | | | | | 4 | 2 | 7.1 | 6.2 | | | | |
| | 33 | 21 | 52.3 | 39.6 | | | | | 23 | 18 | 41.0 | 56.2 | | | | |
| er's employment | | | | | 2.31 | 2.03 | 2.29 | 2.67 | | | | | 1.79 | 2.50 | 2.11 | 2.61 |
| ted | 20 | 21 | 27.0 | 36.8 | | | | | 27 | 8 | 43.5 | 22.2 | | | | |
| | 21 | 14 | 28.3 | 24.5 | | | | | 14 | 10 | 22.5 | 27.7 | | | | |
| s | 11 | 5 | 14.8 | 8.7 | | | | | 8 | 4 | 12.9 | 11.1 | | | | |
| gs | 16 | 7 | 21.6 | 12.2 | | | | | 4 | 7 | 6.4 | 19.4 | | | | |
| workers | 6 | 10 | 8.1 | 17.5 | | | | | 9 | 7 | 14.5 | 19.4 | | | | |
| do you need | | | | | 3.31 | 3.28 | 1.98 | 1.98 | | | | | 3.20 | 3.22 | 2.10 | 1.67 |
| school diploma | 1 | 1 | 1.5 | 2.3 | | | | | 2 | 1 | 3.5 | 3.0 | | | | |
| loma | 19 | 14 | 28.7 | 32.5 | | | | | 19 | 9 | 33.9 | 27.2 | | | | |
| s post high school | 16 | 8 | 24.2 | 18.6 | | | | | 10 | 9 | 17.8 | 27.2 | | | | |
| high school | 17 | 13 | 25.7 | 30.2 | | | | | 15 | 12 | 26.7 | 36.3 | | | | |
| | 13 | 7 | 19.6 | 16.2 | | | | | 10 | 2 | 17.8 | 6.0 | | | | |

## 1974
## Career Planning Survey - Post Secondary Level
## Grade LTI

| Item Number | Degree Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 3. Is this first school attended after grad. from H.S.? | | | | | 1.26 | 1.28 | .88 | .91 | | | |
| 1. yes | 27 | 9 | 66.0 | 64.0 | | | | | 1 | 40 | 50 |
| 2. no | 14 | 5 | 34.0 | 36.0 | | | | | 1 | 11 | 50 |
| 4. Did you graduate from H.S.? | | | | | 1.01 | 1.00 | .51 | 0.0 | | | |
| 1. yes, go to item 6.1 | 40 | 14 | 98.0 | 100 | | | | | 2 | 51 | 10 |
| 2. no, go to item 7 | 1 | 0 | 2.0 | 0.0 | | | | | 0 | 0 | 0 |
| 5. Sex | | | | | | | | | | | |
| 1. female | 0 | 14 | 0.0 | 100 | | | | | 0 | 51 | 0 |
| 2. male | 41 | 0 | 100 | 0.0 | | | | | 2 | 0 | 10 |
| 6. Did you take vocational courses during your senior year in H.S. in any of the following areas: drafting, graphics, distributive ed. or office co-op program | | | | | 1.81 | 1.80 | .73 | .77 | | | |
| 1. yes, please go to item 8.1 | 11 | 4 | 27.0 | 29.0 | | | | | 1 | 7 | 50 |
| 2. no, please go to item 9 | 30 | 10 | 73.0 | 71.0 | | | | | 1 | 44 | 50 |
| 7. To what degree were your H.S. vocational courses related to your present program? Check the best response. | | | | | 1.35 | 1.90 | 1.06 | 1.47 | | | |
| 1. little if any relationship | 24 | 5 | 59.0 | 36.0 | | | | | 1 | 24 | 10 |
| 2. some common content | 14 | 5 | 34.0 | 36.0 | | | | | 0 | 17 | 0 |
| 3. considerable overlap | 2 | 3 | 5.0 | 21.0 | | | | | 0 | 5 | 0 |
| 4. almost identical content | 1 | 1 | 2.0 | 7.0 | | | | | 0 | 3 | 0 |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Number | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| hool atten ed H.S.? | | | | | 1.26 | 1.28 | .88 | .91 | | | | | 1.50 | 1.14 | 1.0 | .64 |
| | 27 | 9 | 66.0 | 64.0 | | | | | 1 | 40 | 50.0 | 8.0 | | | | |
| | 14 | 5 | 34.0 | 36.0 | | | | | 1 | 11 | 50.0 | 22.0 | | | | |
| from H.S.? | | | | | 1.01 | 1.00 | .51 | 0.0 | | | | | 1.00 | 1.00 | .50 | .50 |
| em 6.1 | 40 | 14 | 98.0 | 100 | | | | | 2 | 51 | 100 | 100 | | | | |
| n 7 | 1 | 0 | 2.0 | 0.0 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| | 0 | 14 | 0.0 | 100 | | | | | 0 | 51 | 0.0 | 100 | | | | |
| | 41 | 0 | 100 | 0.0 | | | | | 2 | 0 | 100 | 0.0 | | | | |
| ational courses or year in H.S. llowing areas: ts, distributive -op program | | | | | 1.81 | 1.80 | .73 | .77 | | | | | 1.50 | 1.92 | 1.0 | .58 |
| o to item 8.1 | 11 | 4 | 27.0 | 29.0 | | | | | 1 | 7 | 50.0 | 14.0 | | | | |
| to item 9 | 30 | 10 | 73.0 | 71.0 | | | | | 1 | 44 | 50.0 | 86.0 | | | | |
| ere your H.S. es related to gram? Check e. | | | | | 1.35 | 1.90 | 1.06 | 1.47 | | | | | 1.0 | 1.53 | .50 | 1.24 |
| relationship | 24 | 5 | 59.0 | 36.0 | | | | | 1 | 24 | 100 | 49.0 | | | | |
| ontent | 14 | 5 | 34.0 | 36.0 | | | | | 0 | 17 | 0.0 | 35.0 | | | | |
| overlap | 2 | 3 | 5.0 | 21.0 | | | | | 0 | 5 | 0.0 | 10.0 | | | | |
| cal content | 1 | 1 | 2.0 | 7.0 | | | | | 0 | 3 | 0.0 | 6.0 | | | | |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Item Number | Degree Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 8. To what extent have you been given credit at LTI for the skills and knowledges learned in H.S. which are the same as those required in your present program? Check those that apply. | | | | | 1.26 | 1.67 | 3.71 | 1.17 | | | |
| 1. none | 26 | 6 | 65.0 | 43.0 | | | | | 0 | 22 | 0. |
| 2. I have been able to test out of course(s) | 3 | 6 | 8.0 | 43.0 | | | | | 0 | 12 | 0. |
| 3. I have been given credit for the course(s) at LTI which are the same as my H.S. courses | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 1 | 0. |
| 4. I have been allowed to by-pass the courses at LTI which are the same as those in my H.S. program (No reduction in total number of credits in my program was granted. I have to take other courses in place of those by-passed.) | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 0 | 0. |
| 5. I can use the skills and knowledges I learned in H.S. to move through my courses at LTI at a more rapid rate | 11 | 2 | 28.0 | 14.0 | | | | | 1 | 15 | 10 |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| umber | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ave you been given r the skills and ed in H.S. which are e required in your Check those that | | | | | 1.26 | 1.67 | 3.71 | 1.17 | | | | | 5.0 | 1.76 | .50 | 3.60 |
| | 26 | 6 | 65.0 | 43.0 | | | | | 0 | 22 | 0.0 | 44.0 | | | | |
| ble to test out of | 3 | 6 | 8.0 | 43.0 | | | | | 0 | 12 | 0.0 | 24.0 | | | | |
| iven credit for the LTI which are the S. courses | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 1 | 0.0 | 2.0 | | | | |
| llowed to by-pass t LTI which are the in my H.S. program in total number of program was grant- o take other courses hose by-passed.) | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| skills and know- hed in H.S. to my courses at LTI ld rate | 11 | 2 | 28.0 | 14.0 | | | | | 1 | 15 | 100 | 30 | | | | |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Item Number | Degree<br>Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 9. To what degree have the H.S. industrial ed., home ec., distrib. ed., or office and business ed. courses you have taken influenced your selection of a career? | | | | | 1.75 | 2.50 | 1.74 | 1.28 | | | |
| 1. none | 18 | 2 | 44.0 | 14.0 | | | | | 1 | 15 | 100 |
| 2. slightly | 10 | 5 | 24.0 | 36.0 | | | | | 0 | 16 | 0.0 |
| 3. moderately | 9 | 6 | 22.0 | 43.0 | | | | | 0 | 13 | 0.0 |
| 4. extensively | 4 | 1 | 10.0 | 7.0 | | | | | 0 | 6 | 0.0 |
| 10. Did the general ed. courses in your H.S. program provide the skills and knowledges you need to enter the career of your choice? | | | | | 2.86 | 2.50 | 1.27 | 1.00 | | | |
| 1. yes, completely | 3 | 0 | 7.0 | 0.0 | | | | | 1 | 10 | 50. |
| 2. yes, for the most part | 11 | 7 | 27.0 | 50.0 | | | | | 0 | 16 | 0. |
| 3. yes, to some extent | 18 | 7 | 44.0 | 50.0 | | | | | 0 | 22 | 0. |
| 4. no, indicate the area(s) in which you feel that you should have been better prepared ___ | 9 | 0 | 22.0 | 0.0 | | | | | 1 | 2 | 50. |
| 11. To what extent did you learn about LTI courses and programs from your H.S. general ed. instructors? | | | | | 1.18 | 1.28 | 2.77 | .99 | | | |
| 1. little, if any information | 30 | 9 | 73.0 | 64.0 | | | | | 1 | 30 | 100 |
| 2. some information | 7 | 4 | 17.0 | 29.0 | | | | | 0 | 13 | 0.0 |
| 3. a considerable amount | 1 | 0 | 2.0 | 0.0 | | | | | 0 | 7 | 0.0 |
| 4. all needed information | 3 | 1 | 7.0 | 7.0 | | | | | 0 | 1 | 0.0 |

## 1974
## Career Planning Survey - Post Secondary Level
## Grade LTI

| Number | Degree Male - Female | | | | | | | | Diploma Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| have the H.S. indus- ec., distrib. ed., usiness ed. courses influenced your career? | | | | | 1.75 | 2.50 | 1.74 | 1.28 | | | | | 1.00 | 2.16 | .50 | 1.70 |
| | 18 | 2 | 44.0 | 14.0 | | | | | 1 | 15 | 100 | 29.0 | | | | |
| | 10 | 5 | 24.0 | 36.0 | | | | | 0 | 16 | 0.0 | 31.0 | | | | |
| | 9 | 6 | 22.0 | 43.0 | | | | | 0 | 13 | 0.0 | 25.0 | | | | |
| | 4 | 1 | 10.0 | 7.0 | | | | | 0 | 6 | 0.0 | 12.0 | | | | |
| ed. courses in your ovide the skills and need to enter the choice? | | | | | 2.86 | 2.50 | 1.27 | 1.00 | | | | | 1.50 | 2.47 | 3.00 | 1.38 |
| ely | 3 | 0 | 7.0 | 0.0 | | | | | 1 | 10 | 50.0 | 20.0 | | | | |
| most part | 11 | 7 | 27.0 | 50.0 | | | | | 0 | 16 | 0.0 | 31.0 | | | | |
| extent | 18 | 7 | 44.0 | 50.0 | | | | | 0 | 22 | 0.0 | 43.0 | | | | |
| the area(s) in el that you should tter prepared ___ | 9 | 0 | 22.0 | 0.0 | | | | | 1 | 2 | 50.0 | 4.0 | | | | |
| did you learn about programs from your . instructors? | | | | | 1.18 | 1.28 | 2.77 | .99 | | | | | 1.00 | 1.35 | .50 | 1.21 |
| ny information | 30 | 9 | 73.0 | 64.0 | | | | | 1 | 30 | 100 | 59.0 | | | | |
| tion | 7 | 4 | 17.0 | 29.0 | | | | | 0 | 13 | 0.0 | 25.0 | | | | |
| le amount | 1 | 0 | 2.0 | 0.0 | | | | | 0 | 7 | 0.0 | 14.0 | | | | |
| nformation | 3 | 1 | 7.0 | 7.0 | | | | | 0 | 1 | 0.0 | 2.0 | | | | |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Item Number | Degree<br>Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 12. To what extent did you learn about LTI courses and programs from your H.S. vocational instructors? | | | | | 1.32 | 1.38 | 1.41 | 1.81 | | | |
| 1. I did not take any of these vocational courses | 25 | 8 | 61.0 | 57.0 | | | | | 0 | 35 | 0. |
| 2. little information | 7 | 2 | 17.0 | 14.0 | | | | | 1 | 11 | 10 |
| 3. some information | 8 | 2 | 20.0 | 14.0 | | | | | 0 | 3 | 0. |
| 4. considerable information | 0 | 1 | 0.0 | 7.0 | | | | | 0 | 2 | 0. |
| 5. all needed information | 1 | 1 | 2.0 | 7.0 | | | | | 0 | 0 | 0. |
| 13. To what extent did you learn about LTI courses and programs from your H.S. guidance counselors? | | | | | 1.43 | 1.79 | 1.26 | 1.09 | | | |
| 1. little information | 22 | 5 | 54.0 | 36.0 | | | | | 0 | 15 | 0. |
| 2. some information | 12 | 7 | 29.0 | 50.0 | | | | | 0 | 14 | 0. |
| 3. considerable information | 5 | 1 | 12.0 | 7.0 | | | | | 0 | 14 | 0. |
| 4. all information needed | 2 | 1 | 5.0 | 7.0 | | | | | 1 | 8 | 10 |
| 14. How much assistance did you receive from your H.S. guidance counselor in selecting your career? | | | | | 1.59 | 1.38 | 1.19 | 1.06 | | | |
| 1. none | 19 | 8 | 46.0 | 57.0 | | | | | 0 | 19 | 0. |
| 2. some | 16 | 5 | 39.0 | 36.0 | | | | | 1 | 14 | 50. |
| 3. enough to meet my needs | 6 | 1 | 15.0 | 7.0 | | | | | 1 | 18 | 50. |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Number | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| did you learn about programs from your instructors? | | | | | 1.32 | 1.38 | 1.41 | 1.81 | | | | | 2.00 | 1.23 | .50 | .93 |
| ke any of these ourses | 25 | 8 | 61.0 | 57.0 | | | | | 0 | 35 | 0.0 | 69.0 | | | | |
| mation | 7 | 2 | 17.0 | 14.0 | | | | | 1 | 11 | 100 | 22.0 | | | | |
| tion | 8 | 2 | 20.0 | 14.0 | | | | | 0 | 3 | 0.0 | 6.0 | | | | |
| information | 0 | 1 | 0.0 | 7.0 | | | | | 0 | 2 | 0.0 | 4.0 | | | | |
| nformation | 1 | 1 | 2.0 | 7.0 | | | | | 0 | 0 | 0.0 | 0.0 | | | | |
| did you learn about programs from your ounselors? | | | | | 1.43 | 1.79 | 1.26 | 1.09 | | | | | 4.00 | 2.25 | .50 | 1.81 |
| mation | 22 | 5 | 54.0 | 36.0 | | | | | 0 | 15 | 0.0 | 29.0 | | | | |
| tion | 12 | 7 | 29.0 | 50.0 | | | | | 0 | 14 | 0.0 | 27.0 | | | | |
| information | 5 | 1 | 12.0 | 7.0 | | | | | 0 | 14 | 0.0 | 27.0 | | | | |
| ion needed | 2 | 1 | 5.0 | 7.0 | | | | | 1 | 8 | 100 | 16.0 | | | | |
| ance did you receive guidance counselor ur career? | | | | | 1.59 | 1.38 | 1.19 | 1.06 | | | | | 2.50 | 1.96 | 1.0 | 1.62 |
| | 19 | 8 | 46.0 | 57.0 | | | | | 0 | 19 | 0.0 | 37.0 | | | | |
| | 16 | 5 | 39.0 | 36.0 | | | | | 1 | 14 | 50.0 | 27.0 | | | | |
| et my needs | 6 | 1 | 15.0 | 7.0 | | | | | 1 | 18 | 50.0 | 35.0 | | | | |

# 1974
## Career Planning Survey - Post Secondary Level
## Grade LTI

| Item Number | Degree Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 15. How much assistance have you received from your LTI counselors in selecting your career? | | | | | 2.20 | 2.30 | 1.54 | 1.32 | | | |
| 1. none | 12 | 3 | 29.0 | 21.0 | | | | | 0 | 26 | 0. |
| 2. some | 12 | 5 | 29.0 | 36.0 | | | | | 1 | 15 | 50. |
| 3. enough to meet my needs | 17 | 6 | 41.0 | 43.0 | | | | | 1 | 10 | 50. |
| 16. To what extent did you learn about LTI courses and programs from LTI staff members while in H.S.? | | | | | 1.18 | 1.20 | .91 | 1.15 | | | |
| 1. no contact with LTI staff | 30 | 10 | 73.0 | 71.0 | | | | | 0 | 29 | 0. |
| 2. little information | 3 | 1 | 7.0 | 7.0 | | | | | 0 | 5 | 0. |
| 3. some information | 6 | 3 | 15.0 | 21.0 | | | | | 0 | 11 | 0. |
| 4. considerable information | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 4 | 0. |
| 5. all needed information | 2 | 0 | 5.0 | 0.0 | | | | | 1 | 2 | 100 |
| 17. Do you have sufficient information on LTI to select a career? | | | | | 3.53 | 3.50 | 1.35 | 1.08 | | | |
| 1. yes, very adequate | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 6 | 0. |
| 2. yes, for the most part | 8 | 1 | 21.0 | 7.0 | | | | | 0 | 23 | 0. |
| 3. sufficient | 11 | 6 | 28.0 | 43.0 | | | | | 1 | 11 | 10 |
| 4. insufficient | 20 | 7 | 51.0 | 50.0 | | | | | 0 | 10 | 0. |
| 18. While in H.S. did you get enough information on post H.S. programs (not LTI) to select a career? | | | | | 1.77 | 1.86 | .85 | .64 | | | |
| 1. yes | 13 | 3 | 32.0 | 21.0 | | | | | 1 | 30 | 50. |
| 2. no | 28 | 11 | 68.0 | 79.0 | | | | | 1 | 21 | 50. |

1974

Career Planning Survey - Post Secondary Level

Grade LTI

| umber | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| ance have you re-<br>r LTI counselors<br>ur career? | | | | | 2.20 | 2.30 | 1.54 | 1.32 | | | | | 2.50 | 1.48 | 1.00 | 1.33 |
| | 12 | 3 | 29.0 | 21.0 | | | | | 0 | 26 | 0.0 | 51 | | | | |
| | 12 | 5 | 29.0 | 36.0 | | | | | 1 | 15 | 50.0 | 29 | | | | |
| et my needs | 17 | 6 | 41.0 | 43.0 | | | | | 1 | 10 | 50.0 | 20 | | | | |
| did you learn about<br>programs from LTI<br>hile in H.S.? | | | | | 1.18 | 1.20 | .91 | 1.15 | | | | | 5.0 | 1.38 | .50 | 1.95 |
| lth LTI staff | 30 | 10 | 73.0 | 71.0 | | | | | 0 | 29 | 0.0 | 57 | | | | |
| mation | 3 | 1 | 7.0 | 7.0 | | | | | 0 | 5 | 0.0 | 10 | | | | |
| tion | 6 | 3 | 15.0 | 21.0 | | | | | 0 | 11 | 0.0 | 22 | | | | |
| information | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 4 | 0.0 | 8 | | | | |
| nformation | 2 | 0 | 5.0 | 0.0 | | | | | 1 | 2 | 100 | 4 | | | | |
| ficient information<br>t a career? | | | | | 3.53 | 3.50 | 1.35 | 1.08 | | | | | 3.00 | 2.33 | .50 | 1.49 |
| equate | 0 | 0 | 0.0 | 0.0 | | | | | 0 | 6 | 0.0 | 12 | | | | |
| most part | 8 | 1 | 21.0 | 7.0 | | | | | 0 | 23 | 0.0 | 46 | | | | |
| | 11 | 6 | 28.0 | 43.0 | | | | | 1 | 11 | 100 | 22 | | | | |
| | 20 | 7 | 51.0 | 50.0 | | | | | 0 | 10 | 0.0 | 20 | | | | |
| ld you get enough<br>post H.S. programs<br>lect a career? | | | | | 1.77 | 1.86 | .85 | .64 | | | | | 1.50 | 1.35 | 1.0 | .97 |
| | 13 | 3 | 32.0 | 21.0 | | | | | 1 | 30 | 50.0 | 59 | | | | |
| | 28 | 11 | 68.0 | 79.0 | | | | | 1 | 21 | 50.0 | 41 | | | | |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Item Number | Degree<br>Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 19. Did you plan H.S. for LTI entry? | | | | | 1.21 | 1.20 | .62 | .76 | | | |
| 1. no | 33 | 10 | 80 | 71 | | | | | 1 | 27 | 50 |
| 2. somewhat | 4 | 4 | 10 | 29 | | | | | 1 | 12 | 50 |
| 3. as much as possible | 4 | 0 | 10 | 0 | | | | | 0 | 10 | 0 |
| 20. How sure of your career choice are you? | | | | | 3.64 | 3.75 | 1.30 | 1.19 | | | |
| 1. completely undecided | 1 | 1 | 2 | 7 | | | | | 1 | 1 | 50 |
| 2. quite undecided | 4 | 1 | 10 | 7 | | | | | 0 | 3 | 0 |
| 3. somewhat undecided | 13 | 3 | 32 | 21 | | | | | 0 | 8 | 0 |
| 4. quite certain | 18 | 8 | 44 | 57 | | | | | 1 | 25 | 50 |
| 5. very certain | 5 | 1 | 12 | 7 | | | | | 0 | 14 | 0 |
| 21. What are your educ. plans after you complete your present program? | | | | | 1.44 | 1.33 | 1.86 | 1.33 | | | |
| 1. private business school | 17 | 6 | 53 | 60 | | | | | 0 | 9 | 0 |
| 2. two year college | 4 | 2 | 13 | 20 | | | | | 1 | 8 | 10 |
| 3. four year college | 9 | 2 | 28 | 20 | | | | | 0 | 6 | 0 |
| 22. Do you know what services the Wis. State Employment Serv. provides? | | | | | 1.26 | 1.38 | .88 | .80 | | | |
| 1. no | 27 | 8 | 66 | 7 | | | | | 1 | 32 | 50 |
| 2. yes | 14 | 6 | 34 | 3 | | | | | 1 | 19 | 50 |
| 23. Have you used the Career Information Center in your school? | | | | | 1.39 | 1.38 | 1.20 | 1.40 | | | |
| 1. no, I do not know what it is | 23 | 8 | 56 | 57 | | | | | 0 | 21 | 0 |
| 2. no | 12 | 3 | 30 | 21 | | | | | 2 | 15 | 10 |
| 3. yes | 6 | 3 | 15 | 21 | | | | | 0 | 15 | 0 |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| mber | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| for LTI entry? | | | | | 1.21 | 1.20 | .62 | .76 | | | | | 1.50 | 1.44 | 1.0 | 1.47 |
| | 33 | 10 | 80 | 71 | | | | | 1 | 27 | 50 | 53 | | | | |
| | 4 | 4 | 10 | 29 | | | | | 1 | 12 | 50 | 24 | | | | |
| sible | 4 | 0 | 10 | 0 | | | | | 0 | 10 | 0 | 20 | | | | |
| career choice | | | | | 3.64 | 3.75 | 1.30 | 1.19 | | | | | 1.50 | 4.04 | 3.0 | 1.06 |
| ecided | 1 | 1 | 2 | 7 | | | | | 1 | 1 | 50 | 2 | | | | |
| d | 4 | 1 | 10 | 7 | | | | | 0 | 3 | 0 | 6 | | | | |
| ided | 13 | 3 | 32 | 21 | | | | | 0 | 8 | 0 | 16 | | | | |
| | 18 | 8 | 44 | 57 | | | | | 1 | 25 | 50 | 49 | | | | |
| | 5 | 1 | 12 | 7 | | | | | 0 | 14 | 0 | 27 | | | | |
| c. plans after present program? | | | | | 1.44 | 1.33 | 1.86 | 1.33 | | | | | 2.00 | 1.81 | .50 | 2.40 |
| ss school | 17 | 6 | 53 | 60 | | | | | 0 | 9 | 0 | 39 | | | | |
| ge | 4 | 2 | 13 | 20 | | | | | 1 | 8 | 100 | 35 | | | | |
| ege | 9 | 2 | 28 | 20 | | | | | 0 | 6 | 0 | 26 | | | | |
| services the ment Serv. provides? | | | | | 1.26 | 1.38 | .88 | .80 | | | | | 1.50 | 1.30 | 1.0 | .93 |
| | 27 | 8 | 66 | 7 | | | | | 1 | 32 | 50 | 63 | | | | |
| | 14 | 6 | 34 | 3 | | | | | 1 | 19 | 50 | 37 | | | | |
| Career Information chool? | | | | | 1.39 | 1.38 | 1.20 | 1.40 | | | | | 2.00 | 1.8 | .50 | 1.54 |
| now what it is | 23 | 8 | 56 | 57 | | | | | 0 | 21 | 0 | 41 | | | | |
| | 12 | 3 | 30 | 21 | | | | | 2 | 15 | 100 | 29 | | | | |
| | 6 | 3 | 15 | 21 | | | | | 0 | 15 | 0 | 29 | | | | |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| Item Number | Degree<br>Male - Female | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | |
| | M | F | M | F | M | F | M | F | M | F | M |
| 24. When did you first select career? | | | | | 1.31 | 4.60 | 3.69 | 2.30 | | | |
| 1. I have not | 18 | 2 | 62 | 22 | | | | | 0 | [illegible] | 0 |
| 2. in elementary school | 0 | 0 | 0 | 0 | | | | | 0 | 2 | 0 |
| 3. in junior high school | 1 | 1 | 3 | 11 | | | | | 1 | 5 | 50 |
| 4. in 10th grade | 2 | 1 | 7 | 11 | | | | | 0 | 3 | 0 |
| 5. in 11th grade | 8 | 5 | 28 | 56 | | | | | 1 | 22 | 50 |
| 25. When did you first select career? | | | | | 1.92 | 1.90 | 1.91 | 1.25 | | | |
| 1. in 12th grade | 11 | 4 | 30 | 33 | | | | | 1 | 26 | 50 |
| 2. while attending school after H.S. | 10 | 5 | 27 | 42 | | | | | 1 | 8 | 50 |
| 3. while working after H.S. | 16 | 3 | 43 | 25 | | | | | 0 | 4 | 0 |
| 26. What are employment opportunities in your career in Eastern Wisc? | | | | | 1.92 | 1.75 | 1.91 | 1.54 | | | |
| 1. I do not know | 18 | 6 | 44 | 43 | | | | | 0 | 29 | 0 |
| 2. few job openings | 6 | 4 | 15 | 29 | | | | | 0 | 12 | 0 |
| 3. many jobs as workers | 14 | 4 | 34 | 29 | | | | | 2 | 7 | 100 |
| 4. more jobs than qualified workers | 3 | 0 | 7 | 0 | | | | | 0 | 3 | 0 |
| 27. How much education do you need to enter your career? | | | | | 3.97 | 3.05 | .66 | .64 | | | |
| 1. less than H.S. diploma | 0 | 0 | 0 | 0 | | | | | 0 | 0 | 0 |
| 2. H.S. diploma | 2 | 1 | 5 | 7 | | | | | 0 | 20 | 0 |
| 3. one or two years post H.S. | 28 | 11 | 72 | 79 | | | | | 1 | 29 | 50 |
| 4. four years post H.S. | 6 | 1 | 15 | 7 | | | | | 1 | 0 | 50 |
| 5. graduate work | 3 | 1 | 8 | 7 | | | | | 0 | 1 | 0 |

1974
Career Planning Survey - Post Secondary Level
Grade LTI

| umber | Degree<br>Male - Female | | | | | | | | Diploma<br>Male - Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | | % | | Mdn | | IQR | | N | | % | | Mdn | | IQR | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| st select career? | | | | | 1.31 | 4.60 | 3.69 | 2.30 | | | | | 3.5 | 4.61 | 2.0 | 2.40 |
| | 18 | 2 | 62 | 22 | | | | | 0 | 7 | 0 | 18 | | | | |
| school | 0 | 0 | 0 | 0 | | | | | 0 | 2 | 0 | 5 | | | | |
| h school | 1 | 1 | 3 | 11 | | | | | 1 | 5 | 50 | 13 | | | | |
| | 2 | 1 | 7 | 11 | | | | | 0 | 3 | 0 | 8 | | | | |
| | 8 | 5 | 28 | 56 | | | | | 1 | 22 | 50 | 56 | | | | |
| st select career? | | | | | 1.92 | 1.90 | 1.91 | 1.25 | | | | | 1.50 | 1.25 | 1.0 | 1.03 |
| | 11 | 4 | 30 | 33 | | | | | 1 | 26 | 50 | 67 | | | | |
| ng school after H.S. | 10 | 5 | 27 | 42 | | | | | 1 | 8 | 50 | 21 | | | | |
| after H.S. | 16 | 3 | 43 | 25 | | | | | 0 | 4 | 0 | 10 | | | | |
| ent opportunities<br>n Eastern Wisc? | | | | | 1.92 | 1.75 | 1.91 | 1.54 | | | | | 3.0 | 1.38 | .50 | 1.33 |
| | 18 | 6 | 44 | 43 | | | | | 0 | 29 | 0 | 57 | | | | |
| ngs | 6 | 4 | 15 | 29 | | | | | 0 | 12 | 0 | 24 | | | | |
| workers | 14 | 4 | 34 | 29 | | | | | 2 | 7 | 100 | 14 | | | | |
| n qualified workers | 3 | 0 | 7 | 0 | | | | | 0 | 3 | 0 | 6 | | | | |
| on do you need<br>eer? | | | | | 3.97 | 3.05 | .66 | .64 | | | | | 3.50 | 2.67 | 1.0 | .98 |
| diploma | 0 | 0 | 0 | 0 | | | | | 0 | 0 | 0 | 0 | | | | |
| | 2 | 1 | 5 | 7 | | | | | 0 | 20 | 0 | 40 | | | | |
| rs post H.S. | 28 | 11 | 72 | 79 | | | | | 1 | 29 | 50 | 58 | | | | |
| t H.S. | 6 | 1 | 15 | 7 | | | | | 1 | 0 | 50 | 0 | | | | |
| | 3 | 1 | 8 | 7 | | | | | 0 | 1 | 0 | 2 | | | | |

# APPENDIX B

## Responses of Summer 1974
## Career Education Workshop Participants

## APPENDIX B

## Responses of Summer 1974 Career Education Workshop Participants

| | Junior H. S. N=13 | | Senior H. S. N=24 | |
|---|---|---|---|---|
| | F | % | F | % |
| 1. Define career education. | | | | |
| a. Definitely yes | 5 | 38 | 7 | 29 |
| b. Probably yes | 7 | 54 | 16 | 67 |
| c. Probably not | 0 | 0 | 0 | 0 |
| d. Definitely not | 0 | 0 | 0 | 0 |
| e. Uncertain | 0 | 0 | 0 | 0 |
| 2. Ability to interpret career education to others -- | | | | |
| a. Teachers | | | | |
| 1. Very confident | 4 | 31 | 5 | 21 |
| 2. Confident | 7 | 54 | 17 | 71 |
| 3. Somewhat confident | 2 | 15 | 2 | 8 |
| 4. Not at all confident | 0 | 0 | 0 | 0 |
| b. Counselors | | | | |
| 1. Very confident | 1 | 8 | 2 | 8 |
| 2. Confident | 6 | 46 | 16 | 67 |
| 3. Somewhat confident | 5 | 38 | 4 | 17 |
| 4. Not at all confident | 0 | 0 | 0 | 0 |
| c. Administrators | | | | |
| 1. Very confident | 0 | 0 | 1 | 4 |
| 2. Confident | 5 | 38 | 17 | 71 |
| 3. Somewhat confident | 6 | 46 | 3 | 13 |
| 4. Not at all confident | 1 | 8 | 0 | 0 |
| d. Parents | | | | |
| 1. Very confident | 3 | 23 | 2 | 8 |
| 2. Confident | 7 | 54 | 17 | 71 |
| 3. Somewhat confident | 3 | 23 | 3 | 13 |
| 4. Not at all confident | 0 | 0 | 0 | 0 |
| e. School Boards | | | | |
| 1. Very confident | 0 | 0 | 2 | 8 |
| 2. Confident | 6 | 46 | 16 | 67 |
| 3. Somewhat confident | 4 | 31 | 4 | 17 |
| 4. Not at all confident | 2 | 15 | 0 | 0 |

| | Junior H. S. | | Senior H. S. | |
|---|---|---|---|---|
| | F | % | F | % |
| 3. How useful will career education be in improving effectiveness of your job? | | | | |
| a. Very useful | 7 | 54 | 11 | 46 |
| b. Somewhat useful | 6 | 46 | 13 | 54 |
| c. Of little use | 0 | 0 | 0 | 0 |
| d. Of no use | 0 | 0 | 0 | 0 |
| e. Undecided | 0 | 0 | 0 | 0 |
| 4. Prior to workshop considered career education: | | | | |
| a. Very useful | 6 | 46 | 8 | 33 |
| b. Somewhat useful | 7 | 54 | 11 | 46 |
| c. Somewhat irrelevant | 0 | 0 | 1 | 4 |
| d. Very irrelevant | 0 | 0 | 0 | 0 |
| e. Undecided | 0 | 0 | 0 | 0 |
| 5. Workshop influenced feelings toward career education? | | | | |
| a. Much more useful than I did before | 7 | 54 | 10 | 42 |
| b. A little more useful than I did before | 5 | 38 | 12 | 50 |
| c. A little less useful than I did before | 0 | 0 | 0 | 0 |
| d. Much less useful than I did before | 0 | 0 | 0 | 0 |
| e. Not applicable - I don't believe my attitude has changed | 1 | 8 | 2 | 8 |
| 7. Following useful in workshop -- | | | | |
| a. Speakers | | | | |
| 1. Extremely helpful | 4 | 31 | 4 | 17 |
| 2. Very helpful | 3 | 23 | 5 | 21 |
| 3. Helpful | 2 | 15 | 7 | 29 |
| 4. Not helpful | 0 | 0 | 2 | 8 |
| b. Career Materials | | | | |
| 1. Extremely helpful | 4 | 31 | 7 | 29 |
| 2. Very helpful | 2 | 15 | 10 | 42 |
| 3. Helpful | 6 | 46 | 7 | 29 |
| 4. Not helpful | 0 | 0 | 0 | 0 |
| c. Group Exercises | | | | |
| 1. Extremely helpful | 1 | 8 | 6 | 25 |
| 2. Very helpful | 6 | 46 | 6 | 25 |
| 3. Helpful | 1 | 8 | 6 | 25 |
| 4. Not helpful | 2 | 15 | 2 | 8 |

|  | Junior H. S. |  | Senior H. S. |  |
|---|---|---|---|---|
|  | F | % | F | % |
| d. Readings |  |  |  |  |
| 1. Extremely helpful | 0 | 0 | 2 | 8 |
| 2. Very helpful | 6 | 46 | 10 | 42 |
| 3. Helpful | 4 | 31 | 10 | 42 |
| 4. Not helpful | 0 | 0 | 0 | 0 |
| e. Handouts |  |  |  |  |
| 1. Extremely helpful | 3 | 23 | 5 | 21 |
| 2. Very helpful | 5 | 38 | 7 | 29 |
| 3. Helpful | 3 | 23 | 10 | 42 |
| 4. Not helpful | 0 | 0 | 0 | 0 |
| f. Field trips |  |  |  |  |
| 1. Extremely helpful | NR |  | 4 | 17 |
| 2. Very helpful | NR |  | NR |  |
| 3. Helpful | NR |  | NR |  |
| 4. Not helpful | NR |  | NR |  |
| 11. How successful was the workshop? |  |  |  |  |
| a. Very successful | 8 | 62 | 12 | 50 |
| b. Moderately successful | 5 | 38 | 10 | 42 |
| c. Moderately unsuccessful | 0 | 0 | 1 | 4 |
| d. Quite unsuccessful | 0 | 0 | 0 | 0 |
| e. I am undecided | 0 | 0 | 0 | 0 |
| 12. Growth and understanding in -- |  |  |  |  |
| a. Curriculum planning |  |  |  |  |
| 1. Very much | 5 | 38 | 10 | 42 |
| 2. Somewhat | 5 | 38 | 7 | 29 |
| 3. Little | 1 | 8 | 4 | 17 |
| 4. Not applicable | 0 | 0 | 2 | 8 |
| b. Use of career materials |  |  |  |  |
| 1. Very much | 8 | 62 | 10 | 42 |
| 2. Somewhat | 5 | 38 | 11 | 46 |
| 3. Little | 0 | 0 | 2 | 8 |
| 4. Not applicable | 0 | 0 | 0 | 0 |
| c. Evaluation of career materials |  |  |  |  |
| 1. Very much | 5 | 38 | 5 | 21 |
| 2. Somewhat | 6 | 46 | 13 | 54 |
| 3. Little | 0 | 0 | 4 | 17 |
| 4. Not applicable | 1 | 8 | 0 | 0 |
| d. Selection of appropriate career materials |  |  |  |  |
| 1. Very much | 5 | 38 | 7 | 29 |
| 2. Somewhat | 7 | 54 | 14 | 58 |
| 3. Little | 0 | 0 | 3 | 13 |
| 4. Not applicable | 0 | 0 | 0 | 0 |

|  | Junior H. S. |  | Senior H. S. |  |
|---|---|---|---|---|
|  | F | % | F | % |
| 14. How helpful are these workshops for educators? |  |  |  |  |
| a. Extremely helpful | 8 | 61 | 12 | 50 |
| b. Of considerable help | 4 | 31 | 9 | 37 |
| c. Of some help | 1 | 8 | 3 | 13 |
| d. Of no help | 0 | 0 | 0 | 0 |

# APPENDIX C

## Summaries of Masters Degree Studies Completed on Project Activities

# ADMINISTRATOR'S ATTITUDES, ACTIVITIES, AND SUPPORT OF THE SHEBOYGAN-LAKESHORE TECHNICAL INSTITUTE CAREER EDUCATION AND ARTICULATION PROJECT

by

Mary Lynn Leff
and
Edward W. Brenner

A Research Paper

Submitted to Complete the

Plan B Requirements in

421-531

Problems in Guidance

Carlyle W. Gilbertson
Investigation Adviser

The Graduate College
University of Wisconsin-Stout
May, 1973

# CHAPTER V

## SUMMARY, CONCLUSIONS AND IMPLICATIONS

### SUMMARY AND CONCLUSIONS

Chapter five deals with the summary and conclusions by first discussing the administrator attitude section of the questionnaire. As done previously in Chapter four, the major areas are divided into six areas, 1) effects of career education on the students, 2) implementation of career education program, 3) career education training requirement for administrators and counselors, 4) philosophy of career education, 5) funding career education programs, and 6) cooperative education programs. We have attempted to compare and contrast the pilot and control schools. Finally the outcome of the central office administration interviews will be presented. It should be noted that the administration from the L.T.I. heavily weighted the figures of the pilot schools.

One must keep in mind the small numbers, when analyzing the data. Also, at the time the survey was conducted the Sheboygan School District was experiencing major financial reduction, resulting in critical reevaluation of financial priorities. In addition, the administrators at Lake Shore Technical Institute had the dual role of teacher/administrator, while at the other schools, the administrators functioned only in administrative capacities.

In dealing with student awareness, the items pertaining to job requirements, reduction of drop outs, raising vocational aspirations, integration of career education into present courses and realistic choices, the large majority of the administrators from both the pilot and control groups indicated a favorable response. The administrators also felt that career education integrated into present courses would upgrade the effectiveness of instruction. Overall the administrators saw the effects of career education on the students as a positive influence.

As for responsibility for presentation, a large majority of the administrators from the pilot schools felt career education should not be a separate course, while half of the administrators from the control schools felt it should be a separate. A vast majority of the administrators from the pilot schools felt that specialists were not essential as instructors of career education while half of the administrators from the control schools felt specialists were needed. The administrators from both the pilot and control groups felt that career education was not the sole responsibility of the guidance department. The administrators from the control schools felt counselors had adequate knowledge of career education while the administrators from the pilot schools by a ratio of two to one, felt the counselors did not have adequate knowledge of career education. It should again be noted that the administration from the L.T.I. heavily weighted the figures of the pilot schools.

In the area of career education training requirements for administrators' certification, the majority were in agreement that it was desirable. Requiring career education course work for counseling majors met with one hundred percent approval from the administrators of both the pilot and control groups.

All administrators representing both the pilot and control groups felt that the basic philosophy of career education was sound and worth implementing.

Local support, use of state and federal funds, and local funding if necessary was the opinion of the majority of the administrators from both the pilot and control groups. Regarding the use of vocational education funds to support career education, the majority of administrators from both the pilot and control groups indicated disagreement. However, the control school felt somewhat stronger about this area than the pilot school.

Giving credit for any employment for students was agreed upon by a slight majority of the administrators from the control schools, whereas a definite majority of the administrators from the pilot school disagreed. At the same time, credit for career related employment for students was largely disagreed upon by the administrators from the control school while the pilot school administrators shared equally their opinions of agreement and disagreement. Most of the administrators from the control school were in accord with student release time for work study type programs.

It was the general feeling of the Sheboygan Schools Central office administrators that career education is an essential ingredient in today's education and that it is vital to the student of a modern, rapidly changing work world. Most of the central office administrators support the Sheboygan Lakeshore Technical Institute Career Education Project, although they did raise doubts concerning some phases of it. The three phases in question were particularly 1) unrealistic objectives, 2) overshelming sums of money expended on materials, 3) lack of equality shown to non-college bound students. Since the program is still in its initial stages, there is insufficient cooperation between the schools, teachers and counselors, and between the project staff and the school system. The finding of greatest consequence, was that the central office administration indicated an unwillingness to rehire the project staff from their own local fund for another year, as they felt the project staff was extraneous and nonessential. However, they were willing and planning to further implement career education programs on their own next year.

## IMPLICATIONS AND RECOMMENDATIONS

It appeared that some of the administration felt strongly that they had an adequate career education program already established in Sheboygan and that the Sheboygan Career Education Program was superimposed upon them. Some indicated resentment at having little or no choice, and that the project received undue credit for hard work already expended by others long before the project was initiated.

Therefore, a greater effort may be needed by the project staff to gain support of all the administrators. Stimulation may be needed to gain participation of more administrators in more areas of project training. The project staff should perhaps make more concise the objectives of the project to all administrators of both the pilot and control schools and aid in implementation of these objectives.

A greater effort may be needed to help the control school administrators see the advantages and effectiveness of the integration of career education into all areas of instruction.

In respect to funding, the idea of career education being supported through vocational education funds should be explored further with the pilot school administrators.

It may be beneficial to make more contact with the local community for their support of career education and the LTI Project.

More cooperation, communication and coordination appears needed between the LTI administrators, Counselors and Project staff.

# SIXTEEN CAREER DEVELOPMENT CONCEPTS
# AS VIEWED BY SHEBOYGAN AREA
# EDUCATORS

by

Gary E. Lewis

A Research Paper
Submitted to Complete the
Plan B Requirements in
413-731
Problems in Guidance

Carlyle W. Gilbertson
Investigation Adviser

The Graduate College
University of Wisconsin-Stout
August, 1974

## Chapter 5

## CONCLUSIONS AND IMPLICATIONS

### Goal 1

The first goal of this study was to determine how important teachers felt the sixteen career development concepts were.

Teachers reported the sixteen concepts were 'very important', number 4.0 on the 5 point Likert-type scale. While differences existed in the levels of importance attached to the sixteen concepts as a whole, no significant differences were revealed between either experimental vs. control school environment, nor between male vs. female subjects.

Apparently the sixteen career development concepts are viewed by educators as being very important for all grade levels. They also appear to be widely accepted not only by those teachers involved in career education programs, but also by teachers whose schools are not so involved.

### Goal 2

The second goal of this study was to determine if teachers whose schools were involved in extensive career development programs differed in their attitudes toward the sixteen concepts from teachers whose schools were not so involved.

No significant differences existed between experimental and control schools concerning teachers attitudes toward the sixteen career development concepts. Although a large spread in point value was noted within each school's attitudes toward the individual concepts, all concepts were judged to be at least of 'average importance', number 3.0 on the 5 point Likert-type scale, or better.

### Goal 3

The third goal of this study was to determine if teachers felt certain of the concepts were of greater importance than other of the concepts.

A definite and consistent heirarchy of concepts was noted as the concepts were placed into rank order. Both male and female subjects chose the seven identical concepts as being of greatest importance. It was interesting to note that both male and female subjects chose the same four concepts; 1, 2, 7 and 6, in the same identical order as being most important. It is also noteworthy that both male and female subjects chose the same three concepts; 4, 9 and 14, as being least important.

This consistency in ranking becomes significant when comparing the content of the three highest rated concepts; 1, 2 and 7, against the content of the three lowest rated concepts; 4, 9 and 14. The concepts receiving the highest ranking dealt with personal development as an integral part of career development, while the three lowest ranked concepts dealt with the more mechanistic, factual job training aspects of career development.

Concept 1 states: "An understanding and acceptance of self is important throughout life." This statement is not only pertinent to individuals concerned with career education, but is a powerful statement about the humanistic movement within education.

Concepts 2 and 7 also carry out this humanistic theme. Concept 2 states: "Persons need to be recognized as having dignity and worth," while concept 7 states: "Individuals differ in their interests, abilities, attitudes and values." As with concept 1, concepts 2 and 7 are powerful, positive humanistic statements, with meaning and value outside of the conceptual framework of career education.

The lowest ranked concepts, by comparison, deal with the more factual job training aspects of career education. Concept 4 states: "There is a wide variety of careers which may be classified in several ways." This statement is true, a vital part of the total picture of the world of work, and yet was judged to be of less importance than the concepts dealing with personal development.

Concepts 9 and 14 are similar in content to concept 4. Concept 9 states: "Job specialization creates interdependency," while concept 14 states: "Various groups and institutions influence the nature and structure of work."

These concepts are undeniably true, were judged as being of 'average importance', and were viewed as being less important than the more humanistic statements.

It is interesting that in a period of time when the phenomenon of career education has made all educators job conscious, that personal development is viewed as being of greater importance. That the total person is more important than specialization. That humanitarianism is of greater importance than job training.

Teachers have not said that job training is not important, but have stated that while it is necessary individuals learn job skills, it is only one factor in the composition of the total person. It is this total person which is the focal point of education. The goal of education is not to produce a job ready individual, but rather an individual who, among other things, is ready to enter the world of work.

Implications

1. Because of the over-riding acceptance of the humanistic, personal development concepts, it is not necessary to philosophically discuss why these should be important, for the fact is that they are important.
2. Being that humanism and personal development are important, it is time for educators to put these beliefs into practice. Students must learn to

'understand' and 'accept' themselves if indeed these are important educational goals.

3. Educators must be allowed the opportunity and the freedom to experiment so that new and better ways are found to help individuals understand and accept themselves.

4. Educators must consider how career development and personal development are interrelated so that both job skills and the total individual might be an achievable reality.

5. Teachers, as individuals, may have projected their own attitudes as workers into the evaluation of the sixteen concepts. Perhaps their need to be treated as individuals with 'worth' and 'dignity' has been taken for granted in an era of behavioral objectives and accountability.

# RELATIONSHIP BETWEEN SELF CONCEPT AND ACADEMIC ACHIEVEMENT

by

Fred H. Ehardt

Robert E. Gerke

A Research Paper

Submitted to Complete the

Plan B Requirements in

413-731
Problems Counseling Personnel

Carlyle W. Gilbertson
Investigation Advisor

The Graduate College
University of Wisconsin--Stout
August, 1974

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

### SUMMARY

This study has attempted to show that a student's self concept has a direct influence on his academic performance. The study attempted to draw some valid comparisons and correlations by administering the Piers-Harris Children's Self Concept Scale and the Comprehensive Test of Basic Skills. The sample of students came from the two fourth grade classes at U.S. Grant Elementary School, Sheboygan, Wisconsin, where teachers, counselors and research assistants administered the tests. The two classes were broken down by randomly selecting eight boys and eight girls from each group, giving a total of 32 students.

The findings show that girls generally score higher than boys on the CTBS and that group 05 scored higher than group 04 as a whole. Although the mean scores tend to favor girls, t-ratios indicate that there is no significant difference between sexes or sexes within classes.

On the Piers-Harris Children's Self Concept Scale girls tend to score higher than boys and class 05 higher than 04. However, t-ratios indicate that there is no significance between sexes or classes with the exception of the category of physical appearance, where group 05 boys scored significantly higher than group 04 boys at the .05 level of confidence.

Pearson's correlation co-efficient between CTBS and Piers-Harris indicates significance at either .01 or .05 levels of confidence in the following areas:

Boys:

1. Reading, Language and Arithmetic totals correlate with Behavior at .05 level of confidence with r=.52, .52 and .60 respectively.

2. Reading, Language and Arithmetic totals correlate with Anxiety with r=.66, .71 and .69 respectively at the .01 level of confidence.

3. Reading, Language and Arithmetic totals correlate with Popularity with r=.55, .55 and .54 respectively at the .05 level of confidence.

Girls:
1. Language totals correlate with Happiness and Satisfaction with r=.62 at .05 level of confidence.

2. Arithmetic total correlates with Anxiety with r=.57 at .05 level of confidence.

The Piers-Harris full scale correlates with CTBS full scale (total boys and girls) with r=.55 at .05 level of confidence.

## RECOMMENDATIONS

Following are the recommendations of the designers of this study. These recommendations are being made on the basis of the authors' visits, observations and analysis of the data.

1. It is recommended that since information pertinent to the relationship between self concept and academic achievement is not complete, additional studies examining this relationship be undertaken with special emphasis in the following areas:
    - A. How a child's perceived physical appearance affects his/her self concept and academic achievement.
    - B. The exploration and analysis of the differences between sexes relative to subjects learned and anxiety produced.
    - C. Why and how certain academic subjects such as Reading, Language and Mathematics illicit anxiety in children.
    - D. Further examination of these anxiety producing subjects into more specific observable categories such as Reading Vocabulary and Comprehension; Language Mechanics, Comprehension and Spelling; Arithmetic Concepts, Computations and Applications for more specific analysis and diagnosis.
    - E. An investigation concerned with these above mentioned specific areas of subjects as to their relationship with a child's feelings of happiness, satisfaction and school acceptable behavior.
2. It is recommended that teachers periodically meet to analyze both subject content and respective teaching methods in order to best meet student's individual needs.
3. It is recommended that teachers and counselors periodically meet to examine and build an awareness of how their personal influence affects anxieties in children.

4. It is recommended that teachers, counselors and administrators hold periodic meetings to determine whether specific teacher, counselor or administrative problems relative to children's needs have their basis in these individuals respectively or are they indigenous to a particular program, curriculum, method of operation or objective of the school.
5. It is recommended that a committee be initiated to study and recommend alternative curriculum, programs, methods of operations and instruction, and school objectives relative to diagnosing and remediating a particular problem, whether individual or pertaining to the school as a whole.
6. It is recommended that parents organize a committee that assists teachers, counselors, administrators and the community in developing an educational environment that is consistent and non-threatening for the child.

## CONCLUSIONS

The findings in this study indicate that there appears to be some relationship between children's perceived self concepts and their measured academic achievements. Although differences between boys and girls for their perceived self concepts and measured academic achievements are small, boys at this grade level seem to be affected emotionally and socially by related areas of academic achievement to a degree that at times is encumbersome.

Boys and girls both show anxiety relative to arithmetic skills, but boys in addition to showing greater anxiety than girls in arithmetic skills, show substantial anxiety toward Reading and Language skills where girls do not. Furthermore, boys tend to be more involved with their behavior and popularity than do girls, who are more involved in being happy and satisfied.

Therefore it can be said that self concept and academic achievement, as nebulous as they are, do play an integral role in the development of children. To say that girls appear to grow up unscathed by the schooling process and boys do not would be grossly unfair and inaccurate. It is closer to the truth, if given the same time and conditions and using the same instruments, that these children could perform in a different way.

# APPENDIX D

## Survey Instruments
## 1973 and 1974

UW - Stout
Career Education Project
Dr. Carlyle Gilbertson
Evaluation Director
April 25, 1973

## CENTRAL OFFICE ADMINISTRATION

Name ______________________________

Position ____________________________

Date ______________________________

1. What is your position on Career Education? ______________________

2. What is your position on the Career Education project? ____________

3. What is your impression of the implementation of the project? ______

4. What major changes do you think this project could make in the schools?

5. For whom is career education appropriate? ______________________

6. Do you see career education as a separate or integrated activity?

7. What types of cooperative activities do you think should be developed between the schools, between schools and LTI, between schools and other post secondary educational institutions? ______________________________

________________________________________________________________

________________________________________________________________

8. What are your reactions to the objectives of the Career Education project?

- community awareness ______________________________________________

________________________________________________________________

________________________________________________________________

9. What kind of moral and financial support will you give to inservice for staff to implement the objectives of the project? ______________________

________________________________________________________________

________________________________________________________________

10. What financial support will be provided to continue the activities initiated by the project when the project ends? ______________________________

________________________________________________________________

________________________________________________________________

UW - Stout
Career Education Project
Dr. Carlyle Gilbertson
Evaluation Director
February 19, 1973

## INTERVIEW QUESTIONNAIRE - ADMINISTRATORS

Name ______________________________

Position ______________________________

School ______________________________

Date ____________________

1. What percentage of your school budget for instructional materials and supplies is used specifically to implement career education activities, concepts and goals?

(1) _____0%
(2) _____1-5%
(3) _____6-10%
(4) _____11%

2. How many capstone courses in each of the areas listed below do you currently have in your school? (if none, indicate 0)

(1) _____Business and Office Occupations
(2) _____Distributive Education
(3) _____Graphics
(4) _____Drafting
(5) _____Other (specify) ______________________________

3. What follow-up studies of graduates does your school conduct? Check all that apply.

(1) _____None
(2) _____1 year
(3) _____2 years
(4) _____5 years
(5) _____Other (specify) ______________________________

4. Do you have faculty interdepartmental planning groups?

(1) _____Yes
(2) _____No

Explain ______________________________________________

______________________________________________

______________________________________________

5. Do you have co-operative programs with other schools in the LTI District 11?

(1) _____Yes
(2) _____No Explain on the back of this page

6. What new programs have been developed since June 1972 for any of the special groups listed below? Check all that apply. Give explanation of program.

(1) _____Potential Dropouts

(2) _____Underprivileged

(3) _____Handicapped

(4) _____Unemployed adults

(5) _____Dropout Students who wish to return to school

(6) _____Upgrading programs for employed adults

7. Have you increased participation in any of the following areas in comparison with other areas? Please give details as to how much staff, facilities, and materials were added.

(1) Vocational programs

(2) Pre-vocational programs

(3) Guidance

(4) Co-operative Education

(5) Work Study Programs

8. To what extent do you plan to continue your career education program after Federal Funds for the Sheboygan Career Education Project expire? Use the back of this page if more space is required.

9. Specific questions pertaining to increased articulation among schools as a result of this program. (left open-ended for utmost response). Use the back of this page if required.

# THE PIERS-HARRIS
# CHILDREN'S SELF CONCEPT SCALE

## *(The Way I Feel About Myself)*

*by*

Ellen V. Piers, Ph.D.

and

Dale B. Harris, Ph.D.

*Published by*

Counselor Recordings and Tests

BOX 6184 ACKLEN STATION NASHVILLE, TENNESSEE 37212

# THE WAY I FEEL ABOUT MYSELF

NAME . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

AGE . . . . . . . . . . . . . . . GIRL OR BOY . . . . . . . . . . . . . .

GRADE . . . . . . . . . . . . . . SCHOOL . . . . . . . . . . . . . . . .

DATE . . . . . . . . . . . . . . .

© Ellen V. Piers and Dale B. Harris, 1969

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me . . . . . . . . . . . . . . . . . . . . yes no
2. I am a happy person . . . . . . . . . . . . . . . . . . . . . . . . yes no
3. It is hard for me to make friends . . . . . . . . . . . . . . . . . . yes no
4. I am often sad . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
5. I am smart . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
6. I am shy . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
7. I get nervous when the teacher calls on me . . . . . . . . . . . . . . yes no
8. My looks bother me . . . . . . . . . . . . . . . . . . . . . . . . . yes no
9. When I grow up, I will be an important person . . . . . . . . . . . . yes no
10. I get worried when we have tests in school. . . . . . . . . . . . . . yes no
11. I am unpopular . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
12. I am well behaved in school . . . . . . . . . . . . . . . . . . . . . yes no
13. It is usually my fault when something goes wrong . . . . . . . . . . . yes no
14. I cause trouble to my family . . . . . . . . . . . . . . . . . . . . yes no
15. I am strong . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
16. I have good ideas . . . . . . . . . . . . . . . . . . . . . . . . . yes no
17. I am an important member of my family . . . . . . . . . . . . . . . . yes no
18. I usually want my own way . . . . . . . . . . . . . . . . . . . . . yes no
19. I am good at making things with my hands . . . . . . . . . . . . . . yes no
20. I give up easily . . . . . . . . . . . . . . . . . . . . . . . . . . yes no

21. I am good in my school work . . . . . . . . . . . . . . . . . . . . yes no

22. I do many bad things . . . . . . . . . . . . . . . . . . . . . . . . yes no

23. I can draw well . . . . . . . . . . . . . . . . . . . . . . . . . . yes no

24. I am good in music . . . . . . . . . . . . . . . . . . . . . . . . . yes no

25. I behave badly at home . . . . . . . . . . . . . . . . . . . . . . . yes no

26. I am slow in finishing my school work . . . . . . . . . . . . . . . yes no

27. I am an important member of my class . . . . . . . . . . . . . . . yes no

28. I am nervous . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no

29. I have pretty eyes . . . . . . . . . . . . . . . . . . . . . . . . . yes no

30. I can give a good report in front of the class. . . . . . . . . . . . yes no

31. In school I am a dreamer . . . . . . . . . . . . . . . . . . . . . . yes no

32. I pick on my brother(s) and sister(s) . . . . . . . . . . . . . . . . yes no

33. My friends like my ideas . . . . . . . . . . . . . . . . . . . . . . yes no

34. I often get into trouble . . . . . . . . . . . . . . . . . . . . . . yes no

35. I am obedient at home . . . . . . . . . . . . . . . . . . . . . . . . yes no

36. I am lucky . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no

37. I worry a lot . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no

38. My parents expect too much of me . . . . . . . . . . . . . . . . . . yes no

39. I like being the way I am . . . . . . . . . . . . . . . . . . . . . . yes no

40. I feel left out of things . . . . . . . . . . . . . . . . . . . . . . yes no

41. I have nice hair . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
42. I often volunteer in school . . . . . . . . . . . . . . . . . . . . . . . yes no
43. I wish I were different . . . . . . . . . . . . . . . . . . . . . . . . . yes no
44. I sleep well at night . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
45. I hate school . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
46. I am among the last to be chosen for games . . . . . . . . . . . . . yes no
47. I am sick a lot . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
48. I am often mean to other people . . . . . . . . . . . . . . . . . . . . yes no
49. My classmates in school think I have good ideas . . . . . . . . . . . . yes no
50. I am unhappy . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
51. I have many friends . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
52. I am cheerful . . . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
53. I am dumb about most things . . . . . . . . . . . . . . . . . . . . . . yes no
54. I am good looking . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
55. I have lots of pep . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
56. I get into a lot of fights . . . . . . . . . . . . . . . . . . . . . . . yes no
57. I am popular with boys . . . . . . . . . . . . . . . . . . . . . . . . . yes no
58. People pick on me . . . . . . . . . . . . . . . . . . . . . . . . . . . yes no
59. My family is disappointed in me . . . . . . . . . . . . . . . . . . . . yes no
60. I have a pleasant face . . . . . . . . . . . . . . . . . . . . . . . . . yes no

61. When I try to make something, everything seems to go wrong yes no
62. I am picked on at home yes no
63. I am a leader in games and sports yes no
64. I am clumsy yes no
65. In games and sports, I watch instead of play yes no
66. I forget what I learn yes no
67. I am easy to get along with yes no
68. I lose my temper easily yes no
69. I am popular with girls yes no
70. I am a good reader yes no
71. I would rather work alone than with a group yes no
72. I like my brother (sister) yes no
73. I have a good figure yes no
74. I am often afraid yes no
75. I am always dropping or breaking things yes no
76. I can be trusted yes no
77. I am different from other people yes no
78. I think bad thoughts yes no
79. I cry easily yes no
80. I am a good person yes no

Score: ______

NAME ____________ LAST ____ FIRST ____ MIDDLE ____ DATE ________ AGE ______ SEX ____ M OR F DATE OF BIRTH ________

SCHOOL ____________ CITY ____________ GRADE OR CLASS ________ INSTRUCTOR ________

NAME OF TEST ____________ PART ________ 1 ________ 2 ________

DIRECTIONS: Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may count against you.

IDENTIFICATION NUMBER

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

SAMPLE

1. CHICAGO is
1-A a country 1-D a city
1-B a mountain 1-E a state
1-C an island
1 A B C D E

SCORES

1 ________ 5 ________
2 ________ 6 ________
3 ________ 7 ________
4 ________ 8 ________

1 A B C D E
2 A B C D E
3 A B C D E
4 A B C D E
5 A B C D E
6 A B C D E
7 A B C D E
8 A B C D E
9 A B C D E
10 A B C D E
11 A B C D E
12 A B C D E
13 A B C D E
14 A B C D E
15 A B C D E
16 A B C D E
17 A B C D E
18 A B C D E
19 A B C D E
20 A B C D E
21 A B C D E
22 A B C D E
23 A B C D E
24 A B C D E
25 A B C D E
26 A B C D E
27 A B C D E
28 A B C D E
29 A B C D E
30 A B C D E
31 A B C D E
32 A B C D E
33 A B C D E
34 A B C D E
35 A B C D E
36 A B C D E
37 A B C D E
38 A B C D E
39 A B C D E
40 A B C D E
41 A B C D E
42 A B C D E
43 A B C D E
44 A B C D E
45 A B C D E
46 A B C D E
47 A B C D E
48 A B C D E
49 A B C D E
50 A B C D E
51 A B C D E
52 A B C D E
53 A B C D E
54 A B C D E
55 A B C D E
56 A B C D E
57 A B C D E
58 A B C D E
59 A B C D E
60 A B C D E
61 A B C D E
62 A B C D E
63 A B C D E
64 A B C D E
65 A B C D E
66 A B C D E
67 A B C D E
68 A B C D E
69 A B C D E
70 A B C D E
71 A B C D E
72 A B C D E
73 A B C D E
74 A B C D E
75 A B C D E
76 A B C D E
77 A B C D E
78 A B C D E
79 A B C D E
80 A B C D E
81 A B C D E
82 A B C D E
83 A B C D E
84 A B C D E
85 A B C D E
86 A B C D E
87 A B C D E
88 A B C D E
89 A B C D E
90 A B C D E
91 A B C D E
92 A B C D E
93 A B C D E
94 A B C D E
95 A B C D E
96 A B C D E
97 A B C D E
98 A B C D E
99 A B C D E
100 A B C D E
101 A B C D E
102 A B C D E
103 A B C D E
104 A B C D E
105 A B C D E
106 A B C D E
107 A B C D E
108 A B C D E
109 A B C D E
110 A B C D E
111 A B C D E
112 A B C D E
113 A B C D E
114 A B C D E
115 A B C D E
116 A B C D E
117 A B C D E
118 A B C D E
119 A B C D E
120 A B C D E
121 A B C D E
122 A B C D E
123 A B C D E
124 A B C D E
125 A B C D E
126 A B C D E
127 A B C D E
128 A B C D E
129 A B C D E
130 A B C D E
131 A B C D E
132 A B C D E
133 A B C D E
134 A B C D E
135 A B C D E
136 A B C D E
137 A B C D E
138 A B C D E
139 A B C D E
140 A B C D E
141 A B C D E
142 A B C D E
143 A B C D E
144 A B C D E
145 A B C D E
146 A B C D E
147 A B C D E
148 A B C D E
149 A B C D E
150 A B C D E

IBM 1230 DOCUMENT NO. 511 WHICH CAN BE USED IN LIEU OF IBM 805 FORM NO. 1000 A 4-45

PRINTED IN U.S.A.

UW - Stout
Career Education Project
Dr. Carlyle Gilbertson
Evaluation Director
February 19, 1973

# WORK ATTITUDE SURVEY
## Primary Level (K-3)
1973

Directions

The following statements are to be read to the children and they should answer Yes, No, or I Don't Know. Each new type of job must be introduced to them in order to be sure they know what job is being talked about. This can be done by explanation, or using a picture. If giving to a group, record the number of children in the group who answer Yes, No, or I Don't Know to each question.

1. Do you think a truck driver is happy with that job?

Yes ________ No ________ I Don't Know ________

2. If you were a truck driver would you be happy?

Yes ________ No ________ I Don't Know ________

3. Do you think being a truck driver is a good job?

Yes ________ No ________ I Don't Know ________

4. Should the truck driver be paid money for that job?

Yes ________ No ________ I Don't Know ________

5. Do you think a nurse is happy with that job?

Yes ________ No ________ I Don't Know ________

6. If you were a nurse would you be happy?

Yes ________ No ________ I Don't Know ________

7. Do you think being a nurse is a good job?

Yes ________ No ________ I Don't Know ________

8. Should the nurse be paid money for that job?

Yes ________ No ________ I Don't Know ________

9. Do you think a teacher is happy with that job?

Yes ________ No ________ I Don't Know ________

10. If you were a teacher would you be happy?

Yes ________ No ________ I Don't Know ________

11. Do you think being a teacher is a good job?

Yes ________ No ________ I Don't Know ________

12. Should the teacher be paid money for that job?

Yes ________ No ________ I Don't Know ________

13. Do you think a doctor is happy with that job?

Yes ________ No ________ I Don't Know ________

14. If you were a doctor would you be happy?

Yes ________ No ________ I Don't Know ________

15. Do you think being a doctor is a good job?

Yes ________ No ________ I Don't Know ________

16. Should the doctor be paid money for that job?

Yes ________ No ________ I Don't Know ________

17. Do you think your father or mother are happy with their job?

Yes ________ No ________ I Don't Know ________

18. If you were a father or mother would you be happy?

Yes ________ No ________ I Don't Know ________

19. Do you think being a father or mother is a good job?

Yes ________ No ________ I Don't Know ________

20. What kind of job would you like when you start to work? (List all mentioned and number for each)

## WORK ATTITUDE SURVEY I
Primary Level (K-3)
1974

DIRECTIONS:

The following statements are to be read to the children and they should answer: (1) Yes, (2) I do not know, (3) No. If children themselves read the survey, explain the procedure for placing an "X" in the answer of their choice. If giving to a group, record the number of children in the group who answer - Yes, I don't know, or No to each question.

1. Name ______________________________ 2. Sex:________Boy; ______Girl

3. School ______________________________ 4. Grade______________

5. All grownups should work.

(1) Yes_____ (2) I do not know_____ (3) No_____

6. People who work are happy.

(1) Yes_____ (2) I do not know_____ (3) No_____

7. People who do not work are lazy.

(1) Yes_____ (2) I do not know_____ (3) No_____

8. It is fun to play or pretend that you are working.

(1) Yes_____ (2) I do not know_____ (3) No_____

9. People work to get money.

(1) Yes_____ (2) I do not know_____ (3) No_____

10. People should work only if their friends do.

(1) Yes_____ (2) I do not know_____ (3) No_____

11. People work because they want to.

(1) Yes_____ (2) I do not know_____ (3) No_____

12. There is some type of work that everybody can do.

(1) Yes_____ (2) I do not know_____ (3) No_____

13. Doing the best you can is important.

(1) Yes_____ (2) I do not know_____ (3) No_____

14. People who work make lots of friends.

(1) Yes_____ (2) I do not know_____ (3) No_____

15. People should not have to work.

(1) Yes_____ (2) I do not know_____ (3) No_____

16. Working with your mother and father is fun.

(1) Yes_____ (2) I do not know_____ (3) No_____

17. Your father and mother are happy when they work.

(1) Yes_____ (2) I do not know_____ (3) No_____

18. If you were a father or mother would you be happy at your job.

(1) Yes_____ (2) I do not know_____ (3) No_____

19. Being a mother or father is a good job.

(1) Yes_____ (2) I do not know_____ (3) No_____

Sheboygan Career Education
Third Party Evaluation
U.W. - Stout

# CAREER EDUCATION SURVEY
Grades 4-6

Directions: Place the following information on your answer sheet: 1. Name, 2. Date, 3. Sex, 4. School, 5. Class. Next, read the sentences that follow. There are no right or wrong answers. If you Disagree with a sentence, circle the "A", If you never thought about it, circle "B". If you Agree, circle "C".

A - Disagree B - Never thought about it C - Agree

1. Name ______________________ 2. Date ______________________

3. Sex (1)____Boy (2)____Girl 4. School ______________________

5. Class ______________________

| | | Disagree | Never thought About it | Agree |
|---|---|---|---|---|
| 6. | Working is a pleasing part of our lives | A | B | C |
| 7. | A person is pleased with himself when he is working | A | B | C |
| 8. | Work is interesting | A | B | C |
| 9. | You should always expect a reward for your work | A | B | C |
| 10. | A worker should follow company rules | A | B | C |
| 11. | Working and happiness go together | A | B | C |
| 12. | Being good in your work is important | A | B | C |
| 13. | All work is boring | A | B | C |
| 14. | More training is important to keep doing a good job | A | B | C |
| 15. | Working is an important part of life | A | B | C |
| 16. | Being happy with yourself is the most important part of work | A | B | C |
| 17. | Most people are looking for work where they don't have to work hard and where they get lots of money | A | B | C |
| 18. | Work is always dirty and loud | A | B | C |
| 19. | You do your best work when it is interesting | A | B | C |
| 20. | Work is always learning something new | A | B | C |
| 21. | There is some type of work that everyone can do | A | B | C |
| 22. | Most people work because their friends think they should | A | B | C |
| 23. | You don't have to work if you will let someone else give you money without working | A | B | C |
| 24. | Your job is the best way to tell what kind of a person you are | A | B | C |
| 25. | If you can't find a job that you are interested in you are better off not working | A | B | C |
| 26. | Most people that work really like their jobs | A | B | C |
| 27. | I look for work or jobs to use up my time | A | B | C |
| 28. | Everyone can find work that is interesting to him or her | A | B | C |
| 29. | Work is a way that you can get better at the things you do well | A | B | C |

UW - Stout
Career Education Project
Dr. Carlyle W. Gilbertson
Evaluation Director
February 19, 1973

## INTERVIEW QUESTIONNAIRE - COUNSELORS

Name ______________________________

Position ______________________________

School ______________________________

Date ______________________________

1. What follow-up studies of graduates does your school conduct? Check all that apply.

   (1) _____None
   (2) _____1 year
   (3) _____2 years
   (4) _____5 years
   (5) _____Other (specify) ______________________________

2. Do you have faculty interdepartmental planning groups?

   (1) _____Yes
   (2) _____No

   Explain ______________________________

   ______________________________

   ______________________________

3. Do you have co-operative programs with other schools in the LTI District 11?

   (1) _____Yes
   (2) _____No

   Explain ______________________________

   ______________________________

4. What new programs have been developed since June 1972 for any of the special groups listed below? Check all that apply. Give explanation of program.

   (1) _____Potential Dropouts

   (2) _____Underprivileged

4. Continued

(3) _____Handicapped

(4) _____Unemployed adults

(5) _____Dropout students who wish to return to school

(6) _____Upgrading programs for employed adults

5. Specific questions pertaining to increased articulation among schools as a result of this program. (left open-ended for utmost response).

Form 1
1/23/73

CVTAE
UW - Stout

# Career Planning Survey - Secondary Level
1973

Directions: Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark your answer with a check mark (✓) to the left of the appropriate response. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

1. School in which you are presently enrolled and today's date:

________________________________________

Name of School          City          Date

2. Year in school (✓) ___(1) 7th, ___(2) 8th, ___(3) 9th
___(4) 10th, ___(5) 11th, ___(6) 12th

3. Sex: (✓) ___(1) Female ___(2) Male

4. My school program is (✓) ___(1) General Education,
___(2) College Preparatory ___(3) Vocational (Capstone)
___(4) Undecided

5. If you are a senior please respond to this item. If not, skip to item 6.
Are you taking a vocational course (senior year course) in any of the following areas? Drafting, graphics, Distributive education or office coop program.
____(1) Yes, please go to item 5.1.
____(2) No, please go to item 6.

5.1 To what degree are your high school vocational courses related to your career choice? Check the best response.
____(1) I have not made a specific career choice.
____(2) Little if any relationship.
____(3) Some relationship.
____(4) Considerable relationship.
____(5) Directly related.

5.2 To what extent have you learned about LTI courses and programs from you high school vocational instructors? (12th grade drafting, graphics, distributive education, or office coop program instructors.)
____(1) I have not taken vocational courses.
____(2) Little if any information has been given.
____(3) Some information has been given.
____(4) A considerable amount of information has been given.
____(5) I have received all of the information I need.

6. To what degree have the industrial education, home economics, distributive education, or office and business education courses you have taken influenced your selection of a career?
____(1) None
____(2) Slightly
____(3) Moderately
____(4) Extensively

7. Do the general education courses (English, Math, Science, etc.) in your high school program provide the skills and knowledges you need to enter the career of your choice? (✓)
____(1) Yes, completely
____(2) Yes, for the most part
____(3) Yes, to some extent
____(4) No, please indicate the area(s) in which you feel that you should be better prepared: ____________

________________________________________

8. To what extent have you learned about LTI (Lakeshore Technical Institute) courses and programs from your high school general education instructors (English, Math, Science, etc.) (✓ one)
____(1) Little if any information has been given.
____(2) Some information has been given.
____(3) A considerable amount of information has been given.
____(4) I have received all of the information I need.

9. To what extent have you learned about LTI courses and programs from your high school guidance counselors? (✓ one)
____(1) Little if any information has been given.
____(2) Some information has been given.
____(3) A considerable amount of information has been given.
____(4) I have received all of the information I need.

10. How much assistance have you received from your guidance counselors in selecting your career? (✓ one)
____(1) None
____(2) Some
____(3) Enough to meet my needs

11. To what extent have you learned about LTI courses and programs from LTI staff members (✓ one)
____(1) I have had no opportunity to talk with LTI staff members.
____(2) Little if any information has been given.
____(3) Some information has been given.
____(4) A considerable amount of information has been given.
____(5) I have received all of the information I need.

12. In total, is the information you have received on LTI courses and programs adequate to meet your needs in selecting a career and a post high school program?
____(1) Yes, very adequate
____(2) Yes, for the most part.
____(3) Sufficient, but could use more.
____(4) Inadequate, please indicate what additional information you need: ____________________

________________________________________

13. Have you received enough information on university and post high school vocational-technical programs. (Other than those offered at LTI) to meet your needs in selecting a career and a post high school program?
____(1) Yes, very adequate
____(2) Yes, for the most part.
____(3) Sufficient, but could use more.
____(4) Inadequate, please indicate what additional information you need: ____________________

________________________________________

14. Did you plan or are you planning your high school program to prepare you for entry into LTI? (✓)
____(1) No
____(2) No, LTI does not offer a program to meet my needs.
____(3) Somewhat
____(4) As much as possible

15. How sure are you of your career choice?
____(1) Completely undecided.
____(2) Quite undecided.
____(3) Somewhat undecided.
____(4) Quite certain.
____(5) Very certain.

16. What are your educational plans after you complete your high school program? (✓ one)
____(1) None
____(2) I plan on working and taking evening courses
____(3) I plan on enrolling in an LTI vocational program
____(4) I plan on enrolling in an LTI technical program
____(5) I plan on enrolling in a vocation-technical school other than LTI
____(6) I plan on enrolling in a private business or trade school
____(7) I plan on enrolling in a 2 year college
____(8) I plan on enrolling in a 4 year college
____(9) Other ______________________________

17. During this school year have you been informed of the cooperative education program offered by your school? (✓ one)
____(1) No
____(2) Yes

*Please turn to the other side...*

18. During this school year has your school assisted you in obtaining a job for any of the following purposes? (✓ all that apply)
____(1) No
____(2) To acquire the skills needed to complete
____(3) my school program
____(4) To earn money
____(5) Other ____________________

19. Do you know what services the Wisconsin State Employment Service (WSES) provides?
____(1) No
____(2) Yes

20. Have you used the Career Information Center in your school?
____(1) No, I do not know what it is.
____(2) No, I am aware of it but have not used it.
____(3) Yes

21. When did you first select a career or occupation (✓ one)
____(1) I have not selected a career. Please go to item 23.
____(2) In elementary school. Please go to item 22.1.
____(3) In junior high school. Please go to item 22.1.
____(4) In 10th grade. Please go to item 22.1.
____(5) In 11th grade. Please go to item 22.1.
____(6) In 12th grade. Please go to item 22.1.

21.1 What is your career (job) choice?

____________________

21.2 What are the employment opportunities in this career in Eastern Wisconsin? (✓ one)
____(1) I do not know.
____(2) There are few job openings.
____(3) There are as many jobs as there are qualified workers.
____(4) There are more jobs than there are qualified workers.

21.3 How much education will you have to have in order to enter this career?
____(1) Less than high school diploma
____(2) High School diploma
____(3) One year post school training
____(4) Two years post school training
____(5) Four years post school training
____(6) Graduate work
____(7) Other ____________________

22. What could be done to make the transition from high school to a vocational-technical school or college easier?____________________

____________________

____________________

____________________

23. Read the statements that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement, circle the "1" on your answer sheet for the item. If you Disagree, circle "2". If you are Undecided or neutral, circle "3". If you Agree with the statement, circle "4". If you Strongly Agree, circle "5".

SD=1 D=2 U=3 A=4 SA=5

| | SD | D | U | A | SA |
|---|---|---|---|---|---|
| 1. Working is a favorable (enjoyable) part of our lives . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 2. A person is satisfied with himself when he is working . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 3. Work is not interesting . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 4. One should always expect money for his work . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 5. A worker should obey company rules . . | 1 | 2 | 3 | 4 | 5 |
| 6. Working and happiness go together . . | 1 | 2 | 3 | 4 | 5 |
| 7. Being successful in your work is not important . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 8. All work is drudgery (boring or unpleasant . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 9. Once a person has a job he does not have to go to school or get more training . . | 1 | 2 | 3 | 4 | 5 |
| 10. Working is a necessary part of life . . | 1 | 2 | 3 | 4 | 5 |
| 11. Being happy in your job is the most important part of work . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 12. Most people are looking for work which requires little effort and lots of pay . | 1 | 2 | 3 | 4 | 5 |
| 13. Work is always dirty and noisy . . . . . | 1 | 2 | 3 | 4 | 5 |
| 14. The best work is done when it is interesting . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 15. A person learns while he works . . . . . | 1 | 2 | 3 | 4 | 5 |
| 16. The idea of work is old fashion and out-dated . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 17. There is a type of work available for everyone . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 18. Most people work only because other people expect them to work . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 19. It is not necessary to work if you are willing to be supported by someone else . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 20. A person's job is the best way he has to express himself . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 21. If a person cannot find a job which exactly matches his interests, he is better off not working . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 22. Most people that work really enjoy their jobs . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 23. I look for tasks or jobs to occupy my time . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 24. Everyone can find work of interest to him/her . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 25. Work provides an opportunity for a person to develop his abilities . . . . | 1 | 2 | 3 | 4 | 5 |

Form 1
2/25/74

# Career Planning Survey
Junior High
1974

CVTAE
UW-Stout

Directions: Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark your answer with a BOLD mark on the answer sheet for the appropriate response. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

Please enter the school in which you are presently enrolled and today's date in the appropriate boxes at the top of the answer sheet.

1) Year in school: (a) 7th (b) 8th (c) 9th

2) Sex: (a) Male (b) Female

3) My school program is: (a) General Education (b) College Preparatory (c) Vocational (d) Undecided

4) Do you plan to graduate from high school? (a) Yes (c) No

5) If you do not plan to graduate, what is the last grade you plan to attend? (a) 9th (b) 10th (c) 11th (d) 12th

6) After junior high school I plan to: (a) go to a vocational high school (b) go to an academic (regular) high school (c) go to a special high school (academy, etc.).

7) To what degree have the industrial education, home economics, distributive education, or office or business education courses you have taken influenced your selection of a career? (a) None (b) Slightly (c) Moderately (d) Extensively

8) Do the general education courses (English, Math, Science, etc.) in your junior high school program provide the skills and knowledge you need to enter the career of your choice? (a) Yes, completely (b) Yes, for the most part (c) Yes, to some extent (d) No

9) To what extent have you learned about LTI (Lakeshore Technical Institute) courses and programs from your junior high school general education instructors (English, Math, Science, etc.)? (a) Little if any information has been given. (b) Some information has been given. (c) A considerable amount of information has been given. (d) I have received all the information I need.

10) To what extent have you learned about LTI courses from your junior high counselor? (a) Little if any information has been given. (b) Some information has been given. (c) A considerable amount of information has been given. (d) I have received all of the information I need.

11) How much assistance have you received from your guidance counselors in selecting your career? (a) None (b) Some (c) Enough to meet my needs

12) To what extent have you learned about LTI courses and programs from LTI staff members? (a) I have had no opportunity to talk with LTI staff members. (b) Little if any information has been given. (c) Some information has been given. (d) A considerable amount of information has been given. (e) I have received all of the information I need.

13) In total, is the information you have received on LTI courses and programs adequate to meet your needs in selecting a career and a post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but could use more (d) Insufficient

14) Have you received enough information on university and post high school vocational-technical programs (other than LTI) to meet your needs in selecting a career and a post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but could use more (d) Inadequate

15) Are you planning your high school program to prepare you for entry into LTI? (a) No (b) No, LTI does not offer a program to meet my needs. (c) Somewhat (d) As much as possible

16) How sure are you of your career choice? (a) Completely undecided (b) Quite undecided (c) Somewhat undecided (d) Quite certain (e) Very certain

17) What are your educational plans after you complete your high school program? (a) I have none. (b) I plan on working and taking evening courses. (c) I plan on enrolling in an LTI vocational-technical program. (d) I plan on enrolling in a vocational-technical school other than LTI. (e) I plan on enrolling in a private business or trade school.

18) What are your educational plans after you complete your high school program--college bound? (a) I plan on enrolling in a two year college. (b) I plan on enrolling in a four year college. (c) Other

19) During this school year have you been informed of the cooperative education program offered by your school? (a) Yes (b) No

20) Have you used the Career Information Center in your school? (a) No, I do not know what it is. (b) No, I am aware of it but have not used it. (c) Yes.

21) When did you first select a career or occupation? (a) I have not selected a career. /If your answer is (a), please go to item 24./ (b) In elementary school. Please enter your choice in the instructor blank at the top of your answer sheet. (c) In junior high school. Please enter your choice in the instructor blank at the top of your answer sheet.

22) What are the employment opportunities in your career choice in Eastern Wisconsin? (a) I have not selected a career. (b) I do not know. (c) There are a few job openings. (d) There are as many jobs as there are qualified workers. (e) There are more jobs than there are qualified workers.

23) How much education will you have to have in order to enter this career? (a) less than a High School diploma (b) High School diploma (c) One or two years of post High School training (d) Four years of post High School training (e) Graduate work

ITEMS 24-48. Read the questions that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you STRONGLY DISAGREE with a statement, mark the A block on your answer sheet. If you DISAGREE, mark the B block. If you are UNDECIDED or neutral, mark C. If you AGREE with the statement, mark D. If you STRONGLY AGREE, mark E.

sd = A   d = B   u = C   a = D   sa = E

| | SD | D | U | A | SA |
|---|---|---|---|---|---|
| 24) Working is a favorable (enjoyable) part of our lives. | A | B | C | D | E |
| 25) A person is satisfied with himself when working. | A | B | C | D | E |
| 26) Work is not interesting. | A | B | C | D | E |
| 27) One should always expect money for his work. | A | B | C | D | E |
| 28) A worker should obey company rules. | A | B | C | D | E |
| 29) Working and happiness go together. | A | B | C | D | E |
| 30) Being successful in your work is not important. | A | B | C | D | E |
| 31) All work is drudgery (boring or unpleasant). | A | B | C | D | E |
| 32) Once a person has a job he does not have to go to school or get more training. | A | B | C | D | E |
| 33) Working is a necessary part of life. | A | B | C | D | E |
| 34) Being happy in your job is the most important part of work. | A | B | C | D | E |
| 35) Most people are looking for work which requires little effort and lots of pay. | A | B | C | D | E |
| 36) Work is always dirty and noisy. | A | B | C | D | E |
| 37) The best work is done when it is interesting. | A | B | C | D | E |
| 38) A person learns while he works. | A | B | C | D | E |
| 39) The idea of work is old-fashioned and out of date. | A | B | C | D | E |
| 40) There is a type of work available for everyone. | A | B | C | D | E |
| 41) Most people work only because other people expect them to work. | A | B | C | D | E |
| 42) It is not necessary to work if you are willing to be supported by someone else. | A | B | C | D | E |
| 43) A person's job is the best way he has to express himself. | A | B | C | D | E |
| 44) If a person cannot find a job which exactly matches his interests, he is better off not working. | A | B | C | D | E |
| 45) Most people that work really enjoy their jobs. | A | B | C | D | E |
| 46) I look for tasks or jobs to occupy my time. | A | B | C | D | E |
| 47) Everyone can find work of interest to him/her. | A | B | C | D | E |
| 48) Work provides an opportunity for a person to develop his abilities. | A | B | C | D | E |

Form 2
2/25/74

Career Planning Survey
Secondary Level
1974

CVTAE
UW-Stout

Directions: Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark your answer with a BOLD mark on the answer sheet for the appropriate response. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

Please enter the school in which you are presently enrolled and today's date in the appropriate boxes at the top of the answer sheet.

1) Year in school: (a) 10th (b) 11th (c) 12th

2) Sex: (a) Male (b) Female

3) My school program is: (a) General Education (b) College Preparatory (c) Vocational (d) Undecided

4) Do you plan to graduate from high school? (a) Yes (b) No

5) If you do not plan to graduate, what is the last grade you plan to attend? (a) 9th (b) 10th (c) 11th (d) 12th

6) Are you taking a vocational course (senior year course) in any of the following areas: Drafting, Graphics, Distributive Education, or Office Coop Program? (a) I am not a senior. (b) Yes. (c) No.

7) To what degree are your high school vocational courses related to your career choice? (a) I have not made a specific career choice. (b) Little if any relationship (c) Some relationship (d) Considerable relationship (e) Directly related

8) To what extent have you learned about LTI courses and programs from your high school vocational instructors? (a) I have not taken vocational courses. (b) Little if any information has been given. (c) Some information has been given. (d) A considerable amount of information has been given. (e) I have received all of the information I needed.

9) To what extent have you learned about LTI (Lakeshore Technical Institute) courses and programs from your senior high school general education instructors (English, Math, Science, etc.)? (a) Little if any information has been given. (b) Some information has been given. (c) A considerable amount of information has been given. (d) I have received all of the information I need.

10) To what extent have you learned about LTI from your senior high school counselor? (a) Little if any information has been given. (b) Some information has been given. (c) A considerable amount of information has been given. (d) I have received all of the information I needed.

11) How much assistance have you received from your guidance counselor in selecting your career? (a) None (b) Some (c) Enough to meet my needs

12) To what extent have you learned about LTI courses and programs from LTI staff members? (a) I have had no opportunity to talk with any LTI staff members. (b) Little if any information has been given. (c) Some information has been given. (d) A considerable amount of information has been given. (e) I have received all of the information I needed.

13) In total, is the information you have received on LTI courses and programs adequate to meet your needs in selecting a career and post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but could use more (d) Insufficient

14) Have you received enough information on university and post high school vocational-technical programs (other than LTI) to meet your needs in selecting a career and post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but could use more (d) Inadequate

15) Are you planning your high school program to prepare you for entry into LTI? (a) No (b) No, LTI does not offer a program to meet my needs. (c) Somewhat (d) As much as possible

16) How sure are you of your career choice? (a) Completely undecided (b) Quite undecided (c) Somewhat undecided (d) Quite certain (e) Very certain

17) What are your educational plans after you complete your high school program? (a) I have none. (b) I plan on working and taking evening courses. (c) I plan on enrolling in an LTI vocational-technical program. (d) I plan on enrolling in a vocational-technical school other than LTI. (e) I plan on enrolling in a private business or trade school.

18) What are your educational plans after you complete your high school program--college bound? (a) I plan on enrolling in a two year college. (b) I plan on enrolling in a four year college. (c) Other

19) During this school year have you been informed of the cooperative educational program offered by your school? (a) Yes (b) No

20) Have you used the Career Information Center in your high school? (a) No, I do not know what it is. (b) No, I am aware of it but have not used it. (c) Yes.

21) When did you first select a career or occupation? (a) I have not selected a career. /If your answer is (a), please go to item 24./ (b) In elementary school. Please enter your choice in the instructor blank at the top of your answer sheet. (c) In junior high school. Please enter your choice in the instructor blank at the top of your answer sheet. (d) High school. Please enter your choice in the instructor blank at the top of your answer sheet.

22) What are the employment opportunities in your career choice in Eastern Wisconsin? (a) I have not selected a career. (b) I do not know. (c) There are a few job opening. (d) There are as many jobs as there are qualified workers. (e) There are more jobs than there are qualified workers.

23) How much education will you have to have in order to enter this career? (a) Less than a high school diploma (b) High school diploma (c) One or two years of post high school training (d) Four years post high school training (e) Graduate work.

ITEMS 24-48. Read the questions that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you STRONGLY DISAGREE with the statement, mark the A block on your answer sheet. If you DISAGREE with the statement, mark the B block. If you are UNDECIDED or neutral, mark the C block on your answer sheet. If you AGREE with the statement, mark D. If you STRONGLY AGREE, mark the E block on your answer sheet.

sd = A     d = B     u = C     a = D     sa = E

| | | SD | D | U | A | SA |
|---|---|---|---|---|---|---|
| 24) | Working is a favorable (enjoyable) part of our lives. | A | B | C | D | E |
| 25) | A person is satisfied with himself when he is working. | A | B | C | D | E |
| 26) | Work is not interesting. | A | B | C | D | E |
| 27) | One should always expect money for his work. | A | B | C | D | E |
| 28) | A worker should obey company rules. | A | B | C | D | E |
| 29) | Working and happiness go together. | A | B | C | D | E |
| 30) | Being successful in your work is not important. | A | B | C | D | E |
| 31) | All work is drudgery (boring or unpleasant). | A | B | C | D | E |
| 32) | Once a person has a job he does not have to go to school or get more training. | A | B | C | D | E |
| 33) | Working is a necessary part of life. | A | B | C | D | E |
| 34) | Being happy in your job is the most important part of work. | A | B | C | D | E |
| 35) | Most people are looking for work which requires little effort and lots of pay. | A | B | C | D | E |
| 36) | Work is always dirty and noisy | A | B | C | D | E |
| 37) | The best work is done when it is interesting. | A | B | C | D | E |
| 38) | A person learns while he works. | A | B | C | D | E |
| 39) | The idea of work is old fashioned and out of date. | A | B | C | D | E |
| 40) | There is a type of work available for everyone. | A | B | C | D | E |
| 41) | Most people work only because other people expect them to. | A | B | C | D | E |
| 42) | It is not necessary to work if you are willing to be supported by someone else. | A | B | C | D | E |
| 43) | A person's job is the best way he has to express himself. | A | B | C | D | E |
| 44) | If a person cannot find a job which exactly matches his interests, he is better off not working. | A | B | C | D | E |
| 45) | Most people that work really enjoy their jobs. | A | B | C | D | E |
| 46) | I look for tasks or jobs to occupy my time. | A | B | C | D | E |
| 47) | Everyone can find work of interest to him/her. | A | B | C | D | E |
| 48) | Work provides an opportunity for a person to develop his abilities. | A | B | C | D | E |

Form 2
1/23/73

CVTAE
UW - Stout

## Career Planning Survey - Post High School
1973

**Directions:** Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark you answer with a check mark (✓) to the left of the appropriate response. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

1. School in which you are presently enrolled and today's date:

______________________________________________
Name of School          City          Date

2. Program (major) in which you are enrolled______________

______________________________________________

3. My program is: (✓) ____(1) diploma program
____(2) degree program

4. Semester or term in school: (✓) ____(1) 1st, ____(2) 2nd,
____(3) 3rd, ____(4) 4th, ____(5) 5th, ____(6) 6th,
____(7) 7th, ____(8) 8th.

5. Is this the first school you attended after graduating from high school? (✓) ____(1) Yes, ____(2) No.
Please identify other schools attended and length of attendance:

______________________________________________

______________________________________________

6. Did you graduate from high school? (✓)
____(1) Yes, please go to item 6.1.
____(2) No, go it item 7.

6.1 From what high school did you graduate?__________

______________________________________________

6.2 What year did you graduate from high school?________

7. Sex: (✓) ____(1) Female, ____(2) Male

8. Did you take vocational courses during your senior year in high school in any of the following areas? Drafting, graphics, distributive education or office coop program.
____(1) Yes, please go to item 8.1.
____(2) No, please go to item 9.

8.1 To what degree were your high school vocational courses related to your present program? Check the best response.

____(1) Little if any relationship
____(2) Some common content
____(3) Considerable overlap
____(4) Almost identical content

9. Did your high school courses provide the skills and knowledges you needed to enter your present program without encountering major problems (✓ one)

____(1) Yes, completely
____(2) Yes, for the most part
____(3) Yes, to some extent
____(4) No, please indicate the area(s) in which you could have been better prepared: ______________

______________________________________________

______________________________________________

10. To what extent have you been given credit at LTI for the skills and knowledges learned in high school which are the same as those required in your present program? Check all responses that apply.

____(1) None
____(2) I have been able to test out of course(s)
____(3) I have been given credit for the course(s) at LTI which are the same as my high school courses.
____(4) I have been allowed to by-pass the courses at LTI which are the same as those in my high school program. ( No reduction in total number of credits in my program was granted. I have to take other courses in place of those by-passed.)
____(5) I can use the skills and knowledges I learned in high school to move through my courses at LTI at a more rapid rate.
____(6) I can use the skills and knowledges I learned in high school to satisfy the requirements (or test out of) units within courses.
____(7) Other: ______________________________________

______________________________________________

11. To what degree have the high school industrial education, home economics, distributive education, or office and business education courses you have taken influenced your selection of a career?
____(1) None
____(2) Slightly
____(3) Moderately
____(4) Extensively

12. Did the general education courses (English, Math, Science, etc.) in your high school program provide the skills and knowledges you need to enter the career of your choice?(✓)
____(1) Yes, completely
____(2) Yes, for the most part
____(3) Yes, to some extent
____(4) No, please indicate the area(s) in which you feel that you should have been better prepared:

______________________________________________

______________________________________________

13. To what extent did you learn about LTI (Lakeshore Technical Institute) courses and programs from your high school general education instructors (English, Math, Science, etc.) (✓ one)
____(1) Little if any information was given.
____(2) Some information was given.
____(3) A considerable amount of information was given.
____(4) I received all of the information I needed.

14. To what extent did you learn about LTI courses and programs from your high school vocational instructors? (12th grade drafting, graphics, distributive education, or office coop program instructors.)
____(1) I did not take any of these vocational courses.
____(2) Little if any information was given.
____(3) Some information was given.
____(4) A considerable amount of information was given.
____(5) I received all of the information I needed.

15. To what extent did you learn about LTI courses and programs from your high school guidance counselors? (✓ one)
____(1) Little if any information was given.
____(2) Some information was given.
____(3) A considerable amount of information was given.
____(4) I received all of the information I needed.

16. How much assistance did you receive from your high school guidance counselors in selecting your career? (✓ one)
____(1) None
____(2) Some
____(3) Enough to meet my needs

17. How much assistance have you received from your LTI guidance counselors in selecting your career? (✓ one)
____(1) None
____(2) Some
____(3) Enough to meet my needs

*Please go to the other side...*

18. To what extent did you learn about LTI courses and programs from LTI staff members while you were in high school? (✓ one)
____(1) I had no opportunity to talk with LTI staff members while in high school
____(2) Little if any information was given.
____(3) Some information was given.
____(4) A considerable amount of information was given.
____(5) I received all of the information I needed.

19. In total, was the information received on LTI courses and programs while you were in high school adequate to meet your needs in selecting a career and a post high school program?
____(1) Yes, very adequate
____(2) Yes, for the most part.
____(3) Sufficient, but I could have used more.
____(4) Inadequate, please indicate what additional information you needed: ____________________

________________________________________

20. While in high school did you receive enough information on university and post high school vocational-technical programs (Other than those offered at LTI) to meet your needs in selecting a career and a post high school program?
____(1) Yes, very adequate
____(2) Yes, for the most part
____(3) Sufficient, but could have used more.
____(4) Inadequate, please indicate what additional information you needed: ____________________

________________________________________

21. Did you plan your high school program to prepare you for entry into LTI? (✓)
____(1) No
____(2) Somewhat
____(3) As much as possible

22. How sure are you of your career choice?
____(1) Completely undecided.
____(2) Quite undecided.
____(3) Somewhat undecided.
____(4) Quite certain.
____(5) Very certain.

23. What are your educational plans after you complete your present program? (✓ one)
____(1) None
____(2) I plan on working and taking evening courses
____(3) I plan on enrolling in an LTI vocational program
____(4) I plan on enrolling in an LTI technical program
____(5) I plan on enrolling in a vocational-technical school other than LTI.
____(6) I plan on enrolling in a private business or trade school
____(7) I plan on enrolling in a 2 year college
____(8) I plan on enrolling in a 4 year college
____(9) Other ________________________________

24. Do you know what services the Wisconsin State Employment Service (WSES) provides?
____(1) No
____(2) Yes

25. Have you used the Career Information Center in your school?
____(1) No, I do not know what it is.
____(2) No, I am aware of it but have not used it.
____(3) Yes

26. When did you first select a career or occupation (✓ one)
____(1) I have not selected a career. Please go to item 27.
____(2) In elementary school. Please go it item 26.1
____(3) In junior high school. Please go to item 26.1.
____(4) In 10th grade. Please go to item 26.1.
____(5) In 11th grade. Please go to item 26.1.
____(6) In 12th grade. Please go to item 26.1.
____(7) While attending school after graduating from high school. Please go to item 26.1.
____(8) While working or in military service. Please go to item 26.1.
____(9) Other ____________ Please go to item 26.1.

26.1 What is your career (job) choice?

________________________________________

26.2 What are the employment opportunities in this career in Eastern Wisconsin? (✓ one)
____(1) I do not know.
____(2) There are few job openings.
____(3) There are as many jobs as there are qualified workers.
____(4) There are more jobs than there are qualified workers.

26.3 How much education will you have to have in order to enter this career?
____(1) Less than high school diploma
____(2) High School diploma
____(3) One year post high school training
____(4) Two years post high school training
____(5) Four years post high school training
____(6) Graduate work
____(7) Other ______________________________

27. What could be done to make the transition from high school to a vocational-technical school or college easier? ______________________________

________________________________________

________________________________________

________________________________________

*Please go on to the next page...*

28. Read the statements that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement, circle the "1" on your answer sheet for the item. If you Disagree, circle "2". If you are Undecided or neutral, circle "3". If you Agree with the statement, circle "4". If you Strongly Agree, circle "5".

SD=1 D=2 U=3 A=4 SA=5

| | | SD | D | U | A | SA |
|---|---|---|---|---|---|---|
| 1. | Working is a favorable (enjoyable) part of our lives | 1 | 2 | 3 | 4 | 5 |
| 2. | A person is satisfied with himself when he is working | 1 | 2 | 3 | 4 | 5 |
| 3. | Work is not interesting | 1 | 2 | 3 | 4 | 5 |
| 4. | One should always expect money for his work | 1 | 2 | 3 | 4 | 5 |
| 5. | A worker should obey company rules | 1 | 2 | 3 | 4 | 5 |
| 6. | Working and happiness go together | 1 | 2 | 3 | 4 | 5 |
| 7. | Being successful in your work is not important | 1 | 2 | 3 | 4 | 5 |
| 8. | All work is drudgery (boring or unpleasant | 1 | 2 | 3 | 4 | 5 |
| 9. | Once a person has a job he does not have to go to school or get more training | 1 | 2 | 3 | 4 | 5 |
| 10. | Working is a necessary part of life | 1 | 2 | 3 | 4 | 5 |
| 11. | Being happy in your job is the most important part of work | 1 | 2 | 3 | 4 | 5 |
| 12. | Most people are looking for work which requires little effort and lots of pay | 1 | 2 | 3 | 4 | 5 |
| 13. | Work is always dirty and noisy | 1 | 2 | 3 | 4 | 5 |
| 14. | The best work is done when it is interesting | 1 | 2 | 3 | 4 | 5 |
| 15. | A person learns while he works | 1 | 2 | 3 | 4 | 5 |
| 16. | The idea of work is old fashion and out-dated | 1 | 2 | 3 | 4 | 5 |
| 17. | There is a type of work available for everyone | 1 | 2 | 3 | 4 | 5 |
| 18. | Most people work only because other people expect them to work | 1 | 2 | 3 | 4 | 5 |
| 19. | It is not necessary to work if you are willing to be supported by someone else | 1 | 2 | 3 | 4 | 5 |
| 20. | A person's job is the best way he has to express himself | 1 | 2 | 3 | 4 | 5 |
| 21. | If a person cannot find a job which exactly matches his interests, he is better off not working | 1 | 2 | 3 | 4 | 5 |
| 22. | Most people that work really enjoy their jobs | 1 | 2 | 3 | 4 | 5 |
| 23. | I look for tasks or jobs to occupy my time | 1 | 2 | 3 | 4 | 5 |
| 24. | Everyone can find work of interest to him/her | 1 | 2 | 3 | 4 | 5 |
| 25. | Work provides an opportunity for a person to develop his abilities | 1 | 2 | 3 | 4 | 5 |

Form 3
2/25/74

# Career Planning Survey
Post High School
1974

CVTAE
UW-Stout

Directions: Please complete the items which follow. Respond as indicated in each item. On most items you will be able to mark your answer with a BOLD mark on the answer sheet for the appropriate response. The results of this survey will be used to improve your high school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

Please enter the school in which you are presently enrolled and today's date in the appropriate boxes at the top of your answer sheet.

Please enter the program (major) in which you are enrolled in the "Name of Test" space at the top of the answer sheet.

1) My program is: (a) diploma program (b) degree program

2) Semester or term in school: (a) 1st-2nd (b) 3rd-4th (c) 5th-6th (d) 7th-8th

3) Is this the first school you attended after graduating from high school? (a) Yes (b) No

4) Did you graduate from high school? (a) Yes (b) No

5) Sex: (a) Male (b) Female

6) Did you take vocational courses during your senior year in high school in any of the following areas: Drafting, Graphics, Distributive Education or Office Coop program? (a) Yes (b) No

7) To what degree were your high school vocational courses related to your present program? Please pick the best response. (a) Little if any relationship (b) Some common content (c) Considerable overlap (d) Almost identical content

8) To what extent have you been given credit at LTI for the skills and knowledge learned in high school which are the same as those required in your present program? (a) None (b) I have been able to test out of the course(s) (c) I have been given credit for the course(s) at LTI which are the same as my high school courses. (d) I have been allowed to by-pass the courses at LTI which are the same as those in my high school program. (No reduction in total number of credits in my program was granted. I have to take other courses in place of those by-passed.) (e) I can use the skills and knowledge I learned in high school to move through my courses at LTI at a more rapid rate.

9) To what degree have the high school industrial education, home economics, distributive education, or office and business education courses you have taken influenced your selection of a career? (a) None (b) Slightly (c) Moderately (d) Extensively

10) Did the general education courses (English, Math, Science, etc.) in your high school program provide the skills and knowledge you need to enter the career of your choice? (a) Yes, completely (b) Yes, for the most part (c) Yes, to some extent (d) No

11) To what extent did you learn about LTI (Lakeshore Technical Institute) courses and programs from your high school general education instructors (English, Math, Science, etc.)? (a) Little if any information was given. (b) Some information was given. (c) A considerable amount of information was given. (d) I received all of the information I needed.

12) To what extent did you learn about LTI programs and courses from your high school vocational instructors (12th grade drafting, graphics, distributive education, or office coop program instructors)? (a) I did not take any of these vocational courses. (b) Little if any information was given. (c) Some information was given. (d) A considerable amount of information was given. (e) I received all of the information I needed.

13) To what extent did you learn about LTI courses and programs from your high school guidance counselors? (a) Little if any information was given. (b) Some information was given. (c) A considerable amount of information was given. (d) I received all the information I needed.

14) How much assistance did you receive from your high school guidance counselors in selecting your career? (a) None (b) Some (c) Enough to meet my needs

15) How much assistance have you received from your LTI guidance counselors in selecting your career? (a) None (b) Some (c) Enough to meet my needs

16) To what extent did you learn about LTI courses and programs from LTI staff while you were in high school? (a) I had no opportunity to talk with LTI staff members while in high school. (b) Little if any information was given. (c) Some information was given. (d) A considerable amount of information was given. (e) I received all of the information I needed.

17) In total, was the information received on LTI courses and programs while you were in high school adequate to meet your needs in selecting a career and a post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but I could have use more (d) Inadequate

18) While in high school did you receive enough information on university and post high school vocational-technical programs (other than those offered at LTI) to meet your needs in selecting a career and a post high school program? (a) Yes, very adequate (b) Yes, for the most part (c) Sufficient, but I could have used more. (d) Inadequate

19) Did you plan your high school program to prepare you for entry into LTI? (a) No (b) Somewhat (c) As much as possible

20) How sure are you of your career choice? (a) Completely undecided (b) Quite undecided (c) Somewhat undecided (d) Quite certain (e) Very certain

21) What are your educational plans after you complete your present program? (a) I plan on enrolling in a private business or trade school. (b) I plan on enrolling in a 2-year school. (c) I plan on enrolling in a 4-year college.

22) Do you know what services the Wisconsin State Employment Service (WSES) provides? (a) No (b) Yes

23) Have you used the Career Information Center in your school? (a) No, I do not know what it is. (b) No, I am aware of it but haven't used it. (c) Yes.

24) When did you first select a career or occupation? (a) I have not selected a career. (b) In elementary school (c) In junior high school (d) In 10th grade (e) In 11th grade

25) When did you first select a career or occupation? (Answer item 25 if you haven't answered item 24.) (a) In 12th grade (b) While attending school after graduation from high school (c) While working or in military service

26) What are the employment opportunities in your career choice in Eastern Wisconsin? (a) I do not know. (b) There are a few job openings. (c) There are as many jobs as there are qualified workers. (d) There are more jobs than there are qualified workers.

27) How much education will you have to have in order to enter this career? (a) Less than a high school diploma (b) A high school diploma (c) One or two years post high school training (d) Four years post high school training (e) Graduate work

ITEMS 28-52. Read the questions that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you STRONGLY DISAGREE with the statement, mark the A block on your answer sheet. If you DISAGREE with the statement, mark the B block. If you are UNDECIDED or neutral, mark C. If you AGREE with the statement, mark D. If you STRONGLY AGREE, mark E.

sd = A    d = B    u = C    a = D    sa = E

| | SD | D | U | A | SA |
|---|---|---|---|---|---|
| 28) Working is a favorable (enjoyable) part of our lives. .......... | A | B | C | D | E |
| 29) A person is satisfied with himself when he is working. ......... | A | B | C | D | E |
| 30) Work is not interesting. .................................... | A | B | C | D | E |
| 31) One should always expect money for his work. .................. | A | B | C | D | E |
| 32) A worker should obey company rules. ........................... | A | B | C | D | E |
| 33) Working and happiness go together. ............................ | A | B | C | D | E |
| 34) Being successful in your work is not important. ................ | A | B | C | D | E |
| 35) All work is drudgery (boring or unpleasant). ................... | A | B | C | D | E |
| 36) Once a person has a job he does not have to go to school or get more training. .................................. | A | B | C | D | E |
| 37) Working is a necessary part of life. ........................... | A | B | C | D | E |
| 38) Being happy in your job is the most important part of work. .... | A | B | C | D | E |
| 39) Most people are looking for work which requires little effort and lots of pay. ..................................... | A | B | C | D | E |
| 40) Work is always dirty and noisy. ................................ | A | B | C | D | E |
| 41) The best work is done when it is interesting. ................. | A | B | C | D | E |
| 42) A person learns while he works. ................................ | A | B | C | D | E |
| 43) The idea of work is old fashioned and out-dated. ............... | A | B | C | D | E |

|  |  | SD | D | U | A | SA |
|---|---|---|---|---|---|---|
| 44) | There is a type of work available to everyone. ................. | A | B | C | D | E |
| 45) | Most people work only because other people expect them to work. ........................................ | A | B | C | D | E |
| 46) | It is not necessary to work if you are willing to be supported by someone else. ............................... | A | B | C | D | E |
| 47) | A person's job is the best way he has to express himself. ...... | A | B | C | D | E |
| 48) | If a person cannot find a job which exactly matches his interests, he is better off not working. .................... | A | B | C | D | E |
| 49) | Most people that work really enjoy their jobs. ................. | A | B | C | D | E |
| 50) | I look for tasks or jobs to occupy my time. ..................... | A | B | C | D | E |
| 51) | Everyone can find work of interest to him/her. .................. | A | B | C | D | E |
| 52) | Work provides an opportunity for a person to develop his abilities....................................... | A | B | C | D | E |

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

February 9, 1973

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 19, 1973.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:jr

attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## TEACHER QUESTIONNAIRE
1973

Date ____________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ______________________

2. Sex: (1)___Male (2)___Female
3. Age: (1)___Under 20, (2)___20-24, (3)___25-29, (4)___30-34, (5)___35-39, (6)___40-44, (7)___45-49, (8)___50-54, (9)___55-59, (10)___60 or over.

4. Name of School ________________________________________
5. Level of School: (1)___Elementary, (2)___Junior High, (3)___High School, (4)___Vocational-Technical
6. Highest level of education: (1)___High School, (2)___1 year post high school, (3)___2 years post high school, (4)___Bachelors, (5)___Masters, (6)___Ed. Specialist, (7)___Doctorate
7. Number of years experience as: (1)_____Counselor, (2)_____Administrator

8. Number of students you are responsible for teaching _____________.
9. How many years have you functioned as a teacher: (1)______Less than 1 yr., (2)______1-2 yrs., (3)______3-5 yrs., (4)______5-10 yrs., (5)______11-15 yrs., (6)______16-20 yrs., (7)______20 yrs. or more.
10. Please indicate the number of career education training programs you have participated in since June 1972. (If none, indicate 0)
    - (1)______# of summer workshops conducted by project staff (Mr. Bingner).
    - (2)______# of in-service training programs during school year.
    - (3)______# of conferences with project consultants.
    - (4)______# of other workshops or seminars.
    - (5)______# of academic courses.
    - (6)______# of Educational Telephone Network (ETN) courses.
    - (7)______# of T.V. courses.
    - (8)______Other (specify) ______________________________________________

11. Circle all grades you are currently teaching:
    K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

12. Check all subjects you are currently teaching: (1)____Elementary self-contained, (2)____Elementary Other, (3)____Math, (4)____English, (5)____Science, (6)____Social Studies, (7)____Foreign Language, (8)____Physical Ed., (9)____Art, (10)____Music, (11)____Radio & Broadcasting, (12)____Home Ec., (13)____Industrial Arts, (14)____Trades & Industry, (15)____Health Ed., (16)____Business and Office Ed., (17)____Distributive Ed., (18)____Voc.-Agriculture, (19)____Para-professional, teachers aide, (20)____Other (Specify)
    ________________________________________________________________

| A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement. | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

## B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|---|
| 1. | Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. | An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. | An effective program of career education will reduce the drop out rate. | | | | | |
| 4. | Most local business and professional people will support career education programs. | | | | | |
| 5. | Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. | Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. | The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. | An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. | State and federal funds should be provided to support career education. | | | | | |
| 10. | The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. | The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. | The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. | An effective career education program will help students in making realistic career choices. | | | | | |
| 14. | Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. | A career education course should be required for certification in my field. | | | | | |
| 16. | The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. | A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. | The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. | A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. | A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. | As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. Classification of Student Population

1. As you consider the school population you work with, rank the following groups of students according to their size (i.e. the largest group would be No. 1, etc.).

(1)______Gifted Student

(2)______Average Student

(3)______Slow Student

(4)______Under-Achiever

2. As you consider the services you are providing, rank the following in the order of the amount of time you devote to each (i.e. the one to which you devote the most time would be No. 1, etc.).

(1)______Gifted Student

(2)______Average Student

(3)______Slow Student

(4)______Under-Achiever

3. As you consider the services you are providing, rank the following according to the degree of need you think each group has (i.e. the group with the greatest need for your services would be No. 1, etc.).

(1)______Gifted Student

(2)______Average Student

(3)______Slow Student

(4)______Under-Achiever

FREQUENCY

D. Listed below are several activities you may have been involved with since June 1972. To the best of your knowledge, check the appropriate box which best represents the number of times you have participated in, been involved with, or used these activities.

| | 0 (1) | 1–2 (2) | 3–4 (3) | 5–7 (4) | 8–10 (5) | 11 or more (6) |
|---|---|---|---|---|---|---|
| 1. Have used members of the guidance department in my school to speak to my classes concerning careers. | | | | | | |
| 2. Have had members of business and industry present their observations on the world of work to my classes. | | | | | | |
| 3. Have met with or chaired a curriculum planning committee. | | | | | | |
| 4. Have used visual aides from the Career Information Center located in my school as a part of my classroom activities. | | | | | | |
| 5. Have made class assignments requiring research by students in the Career Information Center located in my school. | | | | | | |
| 6. Have personally been involved with individual students concerning selection of co-operative education programs. | | | | | | |
| 7. Have personally been involved with individual students concerning selection of work-study programs. | | | | | | |
| 8. Have used field trips to implement career education within my classes. | | | | | | |
| 9. Have used career games to implement career education within my classes. | | | | | | |

E. Listed below are several statements concerning activities with members of other schools in the Sheboygan area. When a statement occurs which asks for the frequency of contacts with teachers of the same school level as you teach, remember, it is contacts with members of other schools which is being sought (it may be necessary to leave some of the answers blank).

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Have met with instructors from the Lakeshore Technical Institute to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 2. Have met with members of local high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 3. Have met with members of local junior high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 4. Have met with members of local elementary schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 5. Have met with staff members from LTI, who teach the same subjects as I do, for the express purpose of making my classes more meaningful for those students who will be continuing their education at LTI. | | | | | | |
| 6. Have used members of the LTI staff as speakers in my classes. | | | | | | |

F. Listed below are several statements concerning the effect the Sheboygan Career Education Project may have had upon you as a teacher, or effects you may have observed among your students. Please check the appropriate box which best describes your level of agreement with each statement.

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) | No Chance to Observe (6) |
|---|---|---|---|---|---|---|
| 1. The Career Information Center has been very useful to me in providing instructional materials. | | | | | | |
| 2. The current emphasis on career education has changed the content of the course(s) I teach. | | | | | | |
| 3. The information concerning careers which my school currently possesses, is adequate for my instructional purposes. | | | | | | |
| 4. Career Education has made my teaching more meaningful and relevant to my students. | | | | | | |
| 5. The materials in the Career Information Center have been useful in my teaching. | | | | | | |
| 6. More students seek my assistance in answering questions about the world of work since the Career Information Center was made available to them. | | | | | | |
| 7. The current emphasis on career education has caused me to revise my instructional methodology. | | | | | | |
| 8. The Career Information Center should be continued after the current project expires. | | | | | | |
| 9. Parents and other community members seem more involved in school activities as the result of career education. | | | | | | |
| 10. Most students don't know where the Career Information Center is located. | | | | | | |
| 11. I'll be happy when this whole concept of career education blows over so I can get back to plain old teaching. | | | | | | |
| 12. Students seem to be seeking more assistance concerning careers from the Guidance Department since the Career Information Center opened. | | | | | | |
| 13. The Guidance Department of my school has aided me in my attempts to implement career education. | | | | | | |
| 14. I now use more outside resource personnel (speakers, etc.) as a result of the Sheboygan Career Education Project. | | | | | | |
| 15. Career Education is a sound idea, but I teach a class in which career education is totally unrelated. | | | | | | |

G. Listed below are some areas of activities you may have used in your classes thus far this school year. To the best of your knowledge, check the appropriate box which best indicates your usage or involvement with these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0 | 1–2 | 3–4 | 5–7 | 8–10 | 11 or more |
| | (1) | (2) | (3) | (4) | (5) | (6) |
| 1. Have assigned students in my class to tutor other students at specific assignments. | | | | | | |
| 2. Have assigned, as a class project, some form of autobiographical assignments. | | | | | | |
| 3. Have allowed students to work with the janitorial staff in my school. | | | | | | |
| 4. Have allowed students to work as teacher's aides, in performing routine classroom work. | | | | | | |
| 5. Have allowed students to work with the secretarial staff in my school. | | | | | | |
| 6. Have utilized some of my students' parents to speak to my classes concerning their occupations. | | | | | | |
| 7. Have, as a class project or small group assignment, allowed students to repair used or broken articles, such as vacuum cleaners, radios, lawn mowers, etc. | | | | | | |
| 8. Have utilized Guidance Kits and/or Book Sets as part of classroom activities (e.g. I want to Be Series, Job Experience Kits, People of Destiny, How to Study, etc.). | | | | | | |
| 9. Have utilized captioned filmstrips as part of classroom activities. (e.g. Community Series, School Series, Career Opportunities, World of Work information, etc.) | | | | | | |
| 10. Have utilized 16 mm films as a part of classroom activities (e.g. The Doctor, The Mailman, The Lemonade Stand, Values, etc.). | | | | | | |
| 11. Have utilized other types of materials or exercises to promote the concepts of self awareness, career education, etc. (please specify). | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

H. If you have any comments, please make them on the back of this page.

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

February 9, 1973

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 19, 1973.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:jr

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

# COUNSELOR QUESTIONNAIRE

1973

Date ____________________

Please fill out the following questions by either checking (√) the appropriate response, or by supplying the information requested.

1. Name ______________________________

2. Sex (1) _____Male (2)_____Female

3. Age (1) _____Under 20, (2)_____20-24, (3)_____25-29, (4)_____30-34, (5)_____35-39, (6)_____40-44, (7)_____45-49, (8)_____50-54, (9)_____55-59, (10)_____60 or over.

4. Name of School ______________________________

5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School, (4)____Vocational-Technical.

6. Highest level of education (1)____Bachelors, (2)____Masters, (3)____Ed. Specialist, (4)____Doctorate.

7. Years experience as: _____Teacher _____Administrator

8. Number of students you are responsible for counseling ________.

9. How many years have you functioned as a counselor?

   (1)____Less than 1 year, (2)____1-2 years, (3)____3-5 years, (4)____6-10 years, (5)____11-15 years, (6)____16-20 years, (7)____20 years or more.

10. Please indicate the number of Career Education training programs you have participated in since June 1972.

    (1)____# of summer workshops conducted by project staff (Mr. Bingner).

    (2)____# of in-service training programs during school year.

    (3)____# of conferences with project consultants.

    (4)____# of other workshops or seminars.

    (5)____# of academic courses.

    (6)____# of Educational Telephone Network (ETN) courses.

    (7)____# of T.V. courses.

    (8)____Other (Specify)______________________________

| A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement. | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. An effective program of career education will reduce the drop out rate. | | | | | |
| 4. Most local business and professional people will support career education programs. | | | | | |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. State and federal funds should be provided to support career education. | | | | | |
| 10. The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. An effective career education program will help students in making realistic career choices. | | | | | |
| 14. Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. A career education course should be required for certification in my field. | | | | | |
| 16. The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21 As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. Classification of Student Population

1. As you consider the school population you work with, rank the following groups of students according to their size (i.e. the largest group would be No. 1, etc.).

(1)_____College Bound Students
(2)_____Potential Dropout Students
(3)_____Job-Bound-at-Graduation Students
(4)_____Undecided Students
(5)_____Vocational-Technical School Bound Students

2. As you consider the services you are providing, rank the following in the order of the amount of time you devote to each (i.e. the one to which you devote the most time would be No. 1, etc.)

(1)_____College Bound Students
(2)_____Potential Dropout Students
(3)_____Job-Bound-at Graduation Students
(4)_____Undecided Students
(5)_____Dropout Students
(6)_____Vocational-Technical School Bound Students

3. As you consider the services you are providing, rank the following according to the degree of need you think each group has (i.e. The group with the greatest need for your services would be No. 1, etc.).

(1)_____College Bound Students
(2)_____Potential Dropout Students
(3)_____Job-Bound-at-Graduation Students
(4)_____Undecided Students
(5)_____Dropout Students
(6)_____Vocational-Technical School Bound Students

D. Listed below are four areas of activities which you might have been involved with personally this past school year. Please fill in the information to the best of your knowledge (give your best estimates).

| | No. of Students | Total # contacts | Average time per contact. |
|---|---|---|---|
| 1. Career Planning Assistance Provided to | | | |
| a. Dropout students | | | |
| b. Potential dropout students | | | |
| c. College bound students | | | |
| d. Job-bound-at-graduation students | | | |
| e. Voc-Tech school bound students | | | |
| 2. Placement Assistance Provided to | | | |
| a. Dropout students | | | |
| b. Potential dropout students | | | |
| c. College bound students | | | |
| d. Job-bound-at-graduation students | | | |
| e. Voc-Tech school bound students | | | |
| 3. Work Experience Assistance Provided to | | | |
| a. Dropout students | | | |
| b. Potential dropout students | | | |
| c. College bound students | | | |
| d. Job-bound-at-graduation students | | | |
| e. Voc-Tech school bound students | | | |
| 4. Co-operative Education Program Assistance Provided to | | | |
| a. Dropout students | | | |
| b. Potential dropout students | | | |
| c. College bound students | | | |
| d. Job-bound-at-graduation students | | | |
| e. Voc-Tech school bound students | | | |

| E. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities. | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0 (1) | 1-2 (2) | 3-4 (3) | 5-7 (4) | 7-10 (5) | 11 or more (6) |
| 1. Have spoken to classes within my school concerning career education. | | | | | | |
| 2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market. | | | | | | |
| 3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center. | | | | | | |
| 4. Have disseminated literature related to career education to teachers within my school. | | | | | | |
| 5. Have chaired or been a member of a curriculum advisory committee. | | | | | | |
| 6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students. | | | | | | |
| 7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc. | | | | | | |
| 8. Have utilized local businessmen to speak to school classes or groups. | | | | | | |
| 9. Have used field trips as a means of familiarizing students with various careers. | | | | | | |
| 10. Have used occupational games as a means of familiarizing students with various careers. | | | | | | |
| 11. Have met with members of the counseling staff at LTI for express purpose of enhancing understanding and co-operation between the two school systems. | | | | | | |
| 12. Have utilized staff members from LTI for guidance purpurposes within your own school. | | | | | | |
| 13. Have met with members of the counseling staff at various local junior high schools to discuss mutual need, problems, etc. | | | | | | |

F. Read each statement carefully and check the appropriate box which best describes how you feel about each statement.

| | (1) Strongly Disagree | (2) Disagree | (3) No Opinion | (4) Agree | (5) Strongly Agree |
|---|---|---|---|---|---|
| 1. Most of the teachers in my school have supported career education programs so far. | | | | | |
| 2. Most of the administrators in my school have supported career education programs so far. | | | | | |
| 3. Most of the counselors in my school have supported career education programs so far. | | | | | |
| 4. Students have responded favorably to the Career Information Center. | | | | | |
| 5. The Career Information Center has increased the number of students seeking career counseling from me. | | | | | |
| 6. Career education has increased the number of teachers seeking career counseling assistance from me. | | | | | |
| 7. Career education has increased the number of school administrators seeking counseling assistance for their students. | | | | | |
| 8. Career education has increased my work load. | | | | | |
| 9. Career education has made my counseling more relevant and meaningful. | | | | | |
| 10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work. | | | | | |
| 11. Career counseling has reduced the dropout rate in my school. | | | | | |

G. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## TEACHER QUESTIONNAIRE
## ELEMENTARY
1974

Date ______________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ______________________

2. Sex: (1)___Male (2)___Female
3. Age: (1)___Under 20, (2)___20-24, (3)___25-29, (4)___30-34, (5)___35-39, (6)___40-44, (7)___45-49, (8)___50-54, (9)___55-59, (10)___60 or over.

4. Name of School ______________________________________
5. Level of School: (1)___Elementary, (2)___Junior High, (3)___High School, (4)___Vocational-Technical
6. Highest level of education: (1)___High School, (2)___1 year post high school, (3)___2 years post high school, (4)___Bachelors, (5)___Masters, (6)___Ed. Specialist, (7)___Doctorate
7. Number of years experience as: (1)_____Counselor, (2)_____Administrator

8. Number of students you are responsible for teaching ______________.
9. How many years have you functioned as a teacher: (1)______Less than 1 yr., (2)______1-2 yrs., (3)______3-5 yrs., (4)______5-10 yrs., (5)______11-15 yrs., (6)______16-20 yrs., (7)______20 yrs. or more.
10. Please indicate the number of career education training programs you have participated in since June 1972. (If none, indicate 0)

    (1)______# of summer workshops conducted by project staff (Mr. Bingner).
    (2)______# of in-service training programs during school year.
    (3)______# of conferences with project consultants.
    (4)______# of other workshops or seminars.
    (5)______# of academic courses.
    (6)______# of Educational Telephone Network (ETN) courses.
    (7)______# of T.V. courses.
    (8)______Other (specify) ______________________________________

11. Circle all grades you are currently teaching:
    K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

12. Check all subjects you are currently teaching: (1)____Elementary self-contained, (2)____Elementary Other, (3)____Math, (4)____English, (5)____Science, (6)____Social Studies, (7)____Foreign Language, (8)____Physical Ed., (9)____Art, (10)____Music, (11)____Radio & Broadcasting, (12)____Home Ec., (13)____Industrial Arts, (14)____Trades & Industry, (15)____Health Ed., (16)____Business and Office Ed., (17)____Distributive Ed., (18)____Voc.-Agriculture, (19)____Para-professional, teachers aide, (20)____Other (Specify)

______________________________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | Strongly Disagre (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. An effective program of career education will reduce the drop out rate. | | | | | |
| 4. Most local business and professional people will support career education programs. | | | | | |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. State and federal funds should be provided to support career education. | | | | | |
| 10. The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. An effective career education program will help students in making realistic career choices. | | | | | |
| 14. Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. A career education course should be required for certification in my field. | | | | | |
| 16. The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

FREQUENCY

C. Listed below are several activities you may have been involved with since June 1972. To the best of your knowledge, check the appropriate box which best represents the number of times you have participated in, been involved with, or used these activities.

| | 0<br>(1) | 1-2<br>(2) | 3-4<br>(3) | 5-7<br>(4) | 8-10<br>(5) | 11 or more<br>(6) |
|---|---|---|---|---|---|---|
| 1. Have used members of the guidance department in my school to speak to my classes concerning careers. | | | | | | |
| 2. Have had members of business and industry present their observations on the world of work to my classes. | | | | | | |
| 3. Have met with or chaired a curriculum planning committee. | | | | | | |
| 4. Have used visual aides from the Career Information Center located in my school as a part of my classroom activities. | | | | | | |
| 5. Have made class assignments requiring research by students in the Career Information Center located in my school. | | | | | | |
| 6. Have personally been involved with individual students concerning selection of co-operative education programs. | | | | | | |
| 7. Have personally been involved with individual students concerning selection of work-study programs. | | | | | | |
| 8. Have used field trips to implement career education within my classes. | | | | | | |
| 9. Have used career games to implement career education within my classes. | | | | | | |

D. Listed below are several statements concerning activities with members of other schools in the Sheboygan area. When a statement occurs which asks for the frequency of contacts with teachers of the same school level as you teach, remember, it is contacts with members of other schools which is being sought (it may be necessary to leave some of the answers blank).

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Have met with instructors from the Lakeshore Technical Institute to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 2. Have met with members of local high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 3. Have met with members of local junior high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 4. Have met with members of local elementary schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 5. Have met with staff members from LTI, who teach the same subjects as I do, for the express purpose of making my classes more meaningful for those students who will be continuing their education at LTI. | | | | | | |
| 6. Have used members of the LTI staff as speakers in my classes. | | | | | | |

E. Listed below are several statements concerning the effect the Sheboygan Career Education Project may have had upon you as a teacher, or effects you may have observed among your students. Please check the appropriate box which best describes your level of agreement with each statement.

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) | No chance to Observe (6) |
|---|---|---|---|---|---|---|
| 1. The Career Information Center has been very useful to me in providing instructional materials. | | | | | | |
| 2. The current emphasis on career education has changed the content of the course(s) I teach. | | | | | | |
| 3. The information concerning careers which my school currently possesses, is adequate for my instructional purposes. | | | | | | |
| 4. Career Education has made my teaching more meaningful and relevant to my students. | | | | | | |
| 5. The materials in the Career Information Center have been useful in my teaching. | | | | | | |
| 6. More students seek my assistance in asnwering questions about the world of work since the Career Information Center was made available to them. | | | | | | |
| 7. The current emphasis on career education has caused me to revise my instructional methodology. | | | | | | |
| 8. The Career Information Center should be continued after the current project expires. | | | | | | |
| 9. Parents and other community members seem more involved in school activities as the result of career education. | | | | | | |
| 10. Most students don't know where the Career Information Center is located. | | | | | | |
| 11. I'll be happy when this whole concept of career education blows over so I can get back to plain old teaching. | | | | | | |
| 12. Students seem to be seeking more assistance concerning careers from the Guidance Department since the Career Information Center opened. | | | | | | |
| 13. The Guidance Department of my school has aided me in my attempts to implement career education. | | | | | | |
| 14. I now use more outside resource personnel (speakers, etc.) as a result of the Sheboygan Career Education Project. | | | | | | |
| 15. Career Education is a sound idea, but I teach a class in which career education is totally unrelated. | | | | | | |

F. Listed below are some areas of activities you may have used in your classes thus far this school year. To the best of your knowledge, check the appropriate box which best indicates your usage or involvement with these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0 (1) | 1-2 (2) | 3-4 (3) | 5-7 (4) | 8-10 (5) | 11 or more (6) |
| 1. Have assigned students in my class to tutor other students at specific assignments. | | | | | | |
| 2. Have assigned, as a class project, some form of autobiographical assignments. | | | | | | |
| 3. Have allowed students to work with the janitorial staff in my school. | | | | | | |
| 4. Have allowed students to work as teacher's aides, in performing routine classroom work. | | | | | | |
| 5. Have allowed students to work with the secretarial staff in my school. | | | | | | |
| 6. Have utilized some of my students' parents to speak to my classes concerning their occupations. | | | | | | |
| 7. Have, as a class project or small group assignment, allowed students to repair used or broken articles, such as vacuum cleaners, radios, lawn mowers, etc. | | | | | | |
| 8. Have utilized Guidance Kits and/or Book Sets as part of classroom activities (e.g. I want to Be Series, Job Experience Kits, People of Destiny, How to Study, etc.). | | | | | | |
| 9. Have utilized captioned filmstrips as part of classroom activities. (e.g. Community Series, School Series, Career Opportunities, World of Work information, etc.) | | | | | | |
| 10. Have utilized 16 mm films as a part of classroom activities (e.g. The Doctor, The Mailman, The Lemonade Stand, Values, etc.). | | | | | | |
| 11. Have utilized other types of materials or exercises to promote the concepts of self awareness, career education, etc. (please specify). | | | | | | |
| ____________________ | | | | | | |
| ____________________ | | | | | | |
| ____________________ | | | | | | |

G. If you have any comments, please make them on the attached blank page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## TEACHER QUESTIONNAIRE
## SECONDARY, POST-SECONDARY

1974

Date ______________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ______________________

2. Sex: (1)___Male (2)___Female
3. Age: (1)___Under 20, (2)___20-24, (3)___25-29, (4)___30-34, (5)___35-39, (6)___40-44, (7)___45-49, (8)___50-54, (9)___55-59, (10)___60 or over.

4. Name of School ______________________________________
5. Level of School: (1)___Elementary, (2)___Junior High, (3)___High School, (4)___Vocational-Technical
6. Highest level of education: (1)___High School, (2)___1 year post high school, (3)___2 years post high school, (4)___Bachelors, (5)___Masters, (6)___Ed. Specialist, (7)___Doctorate
7. Number of years experience as: (1)_____Counselor, (2)_____Administrator

8. Number of students you are responsible for teaching ______________.
9. How many years have you functioned as a teacher: (1)______Less than 1 yr., (2)______1-2 yrs., (3)______3-5 yrs., (4)______5-10 yrs., (5)______11-15 yrs., (6)______16-20 yrs., (7)______20 yrs. or more.
10. Please indicate the number of career education training programs you have participated in since June 1972. (If none, indicate 0)

    (1)______# of summer workshops conducted by project staff (Mr. Bingner).

    (2)______# of in-service training programs during school year.

    (3)______# of conferences with project consultants.

    (4)______# of other workshops or seminars.

    (5)______# of academic courses.

    (6)______# of Educational Telephone Network (ETN) courses.

    (7)______# of T.V. courses.

    (8)______Other (specify) ______________________________________

11. Circle all grades you are currently teaching.

    K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

12. Check all subjects you are currently teaching: (1)____Elementary self-contained, (2)____Elementary Other, (3)____Math, (4)____English, (5)____Science, (6)____Social Studies, (7)____Foreign Language, (8)____Physical Ed., (9)____Art, (10)____Music, (11)____Radio & Broadcasting, (12)____Home Ec., (13)____Industrial Arts, (14)____Trades & Industry, (15)____Health Ed., (16)____Business and Office Ed., (17)____Distributive Ed., (18)____Voc.-Agriculture, (19)____Para-professional, teachers aide, (20)____Other (Specify)

    ______________________________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. An effective program of career education will reduce the drop out rate. | | | | | |
| 4. Most local business and professional people will support career education programs. | | | | | |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. State and federal funds should be provided to support career education. | | | | | |
| 10. The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. An effective career education program will help students in making realistic career choices. | | | | | |
| 14. Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. A career education course should be required for certification in my field. | | | | | |
| 16. The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. Listed below are several activities you may have been involved with since June 1972. To the best of your knowledge, check the appropriate box which best represents the number of times you have participated in, been involved with, or used these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0<br>(1) | 1-2<br>(2) | 3-4<br>(3) | 5-7<br>(4) | 8-10<br>(5) | 11 or more<br>(6) |
| 1. Have used members of the guidance department in my school to speak to my classes concerning careers. | | | | | | |
| 2. Have had members of business and industry present their observations on the world of work to my classes. | | | | | | |
| 3. Have met with or chaired a curriculum planning committee. | | | | | | |
| 4. Have used visual aides from the Career Information Center located in my school as a part of my classroom activities. | | | | | | |
| 5. Have made class assignments requiring research by students in the Career Information Center located in my school. | | | | | | |
| 6. Have personally been involved with individual students concerning selection of co-operative education programs. | | | | | | |
| 7. Have personally been involved with individual students concerning selection of work-study programs. | | | | | | |
| 8. Have used field trips to implement career education within my classes. | | | | | | |
| 9. Have used career games to implement career education within my classes. | | | | | | |

D. Listed below are several statements concerning activities with members of other schools in the Sheboygan area. When a statement occurs which asks for the frequency of contacts with teachers of the same school level as you teach, remember, it is contacts with members of other schools which is being sought (it may be necessary to leave some of the answers blank).

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Have met with instructors from the Lakeshore Technical Institute to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 2. Have met with members of local high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 3. Have met with members of local junior high schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 4. Have met with members of local elementary schools to discuss similarities or differences of instructional methodology, as it pertains to career education. | | | | | | |
| 5. Have met with staff members from LTI, who teach the same subjects as I do, for the express purpose of making my classes more meaningful for those students who will be continuing their education at LTI. | | | | | | |
| 6. Have used members of the LTI staff as speakers in my classes. | | | | | | |

E. Listed below are several statements concerning the effect the Sheboygan Career Education Project may have had upon you as a teacher, or effects you may have observed among your students. Please check the appropriate box which best describes your level of agreement with each statement.

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agreé (4) | Strongly Agree (5) | No Chance to Observe (6) |
|---|---|---|---|---|---|---|
| 1. The Career Information Center has been very useful to me in providing instructional materials. | | | | | | |
| 2. The current emphasis on career education has changed the content of the course(s) I teach. | | | | | | |
| 3. The information concerning careers which my school currently possesses, is adequate for my instructional purposes. | | | | | | |
| 4. Career Education has made my teaching more meaningful and relevant to my students. | | | | | | |
| 5. The materials in the Career Information Center have been useful in my teaching. | | | | | | |
| 6. More students seek my assistance in answering questions about the world of work since the Career Information Center was made available to them. | | | | | | |
| 7. The current emphasis on career education has caused me to revise my instructional methodology. | | | | | | |
| 8. The Career Information Center should be continued after the current project expires. | | | | | | |
| 9. Parents and other community members seem more involved in school activities as the result of career education. | | | | | | |
| 10. Most students don't know where the Career Information Center is located. | | | | | | |
| 11. I'll be happy when this whole concept of career education blows over so I can get back to plain old teaching. | | | | | | |
| 12. Students seem to be seeking more assistance concerning careers from the Guidance Department since the Career Information Center opened. | | | | | | |
| 13. The Guidance Department of my school has aided me in my attempts to implement career education. | | | | | | |
| 14. I now use more outside resource personnel (speakers, etc.) as a result of the Sheboygan Career Education Project. | | | | | | |
| 15. Career Education is a sound idea, but I teach a class in which career education is totally unrelated. | | | | | | |

F. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## COUNSELOR QUESTIONNAIRE
SECONDARY
1974

Date ____________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ___________________________________

2. Sex (1) _____Male (2)_____Female

3. Age (1) _____Under 20, (2)_____20-24, (3)_____25-29, (4)_____30-34, (5)_____35-39, (6)_____40-44, (7)_____45-49, (8)_____50-54, (9)_____55-59, (10)_____60 or over.

4. Name of School _______________________________________________________

5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School, (4)____Vocational-Technical.

6. Highest level of education (1)____Bachelors, (2)____Masters, (3)____Ed. Specialist, (4)____Doctorate.

7. Years experience as: _____Teacher _____Administrator

8. Number of students you are responsible for counseling ________.

9. How many years have you functioned as a counselor?

   (1)____Less than 1 year, (2)____1-2 years, (3)____3-5 years, (4)____6-10 years, (5)____11-15 years, (6)____16-20 years, (7)____20 years or more.

10. Please indicate the number of Career Education training programs you have participated in since June 1972.

   (1)____# of summer workshops conducted by project staff (Mr. Bingner).

   (2)____# of in-service training programs during school year.

   (3)____# of conferences with project consultants.

   (4)____# of other workshops or seminars.

   (5)____# of academic courses.

   (6)____# of Educational Telephone Network (ETN) courses.

   (7)____# of T.V. courses.

   (8)____Other (Specify)__________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

## B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|---|
| 1. | Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. | An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. | An effective program of career education will reduce the drop out rate. | | | | | |
| 4. | Most local business and professional people will support career education programs. | | | | | |
| 5. | Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. | Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. | The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. | An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. | State and federal funds should be provided to support career education. | | | | | |
| 10. | The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. | The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. | The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. | An effective career education program will help students in making realistic career choices. | | | | | |
| 14. | Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. | A career education course should be required for certification in my field. | | | | | |
| 16. | The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. | A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. | The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. | A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. | A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. | As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0 (1) | 1-2 (2) | 3-4 (3) | 5-7 (4) | 7-10 (5) | 11 or more (6) |
| 1. Have spoken to classes within my school concerning career education. | | | | | | |
| 2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market. | | | | | | |
| 3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center. | | | | | | |
| 4. Have disseminated literature related to career education to teachers within my school. | | | | | | |
| 5. Have chaired or been a member of a curriculum advisory committee. | | | | | | |
| 6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students. | | | | | | |
| 7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc. | | | | | | |
| 8. Have utilized local businessmen to speak to school classes or groups. | | | | | | |
| 9. Have used field trips as a means of familiarizing students with various careers. | | | | | | |
| 10. Have used occupational games as a means of familiarizing students with various careers. | | | | | | |
| 11. Have met with members of the counseling staff at LTI for the express purpose of enhancing understanding and co-operation between the two school systems. | | | | | | |
| 12. Have utilized staff members from LTI for guidance purposes within your own school. | | | | | | |
| 13. Have met with members of the counseling staff at various local senior high schools to discuss mutual need, problems, etc. | | | | | | |
| 14. Have met with members of the counseling staff at various elementary schools to discuss mutual need, problems, etc. | | | | | | |

D. Read each statement carefully and check the appropriate box which best describes how you feel about each statement.

| | Strongly Disagr (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Most of the teachers in my school have supported career education programs so far. | | | | | |
| 2. Most of the administrators in my school have supported career education programs so far. | | | | | |
| 3. Most of the counselors in my school have supported career education programs so far. | | | | | |
| 4. Students have responded favorably to the Career Information Center. | | | | | |
| 5. The Career Information Center has increased the number of students seeking career counseling from me. | | | | | |
| 6. Career education has increased the number of teachers seeking career counseling assistance from me. | | | | | |
| 7. Career education has increased the number of school administrators seeking counseling assistance for their students. | | | | | |
| 8. Career education has increased my work load. | | | | | |
| 9. Career education has made my counseling more relevant and meaningful. | | | | | |
| 10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work. | | | | | |
| 11. Career counseling has reduced the dropout rate in my school. | | | | | |

E. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

# COUNSELOR QUESTIONNAIRE
ELEMENTARY
1974

Date ____________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ________________________________
2. Sex (1) _____Male (2)_____Female
3. Age (1) _____Under 20, (2)_____20-24, (3)_____25-29, (4)_____30-34, (5)_____35-39, (6)_____40-44, (7)_____45-49, (8)_____50-54, (9)_____55-59, (10)_____60 or over.
4. Name of School __________________________________________________
5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School, (4)____Vocational-Technical.
6. Highest level of education (1)____Bachelors, (2)____Masters, (3)____Ed. Specialist, (4)____Doctorate.
7. Years experience as: _____Teacher _____Administrator
8. Number of students you are responsible for counseling ________.
9. How many years have you functioned as a counselor?

   (1)____Less than 1 year, (2)____1-2 years, (3)____3-5 years, (4)____6-10 years, (5)____11-15 years, (6)____16-20 years, (7)____20 years or more.
10. Please indicate the number of Career Education training programs you have participated in since June 1972.

    (1)____# of summer workshops conducted by project staff (Mr. Bingner).

    (2)____# of in-service training programs during school year.

    (3)____# of conferences with project consultants.

    (4)____# of other workshops or seminars.

    (5)____# of academic courses.

    (6)____# of Educational Telephone Network (ETN) courses.

    (7)____# of T.V. courses.

    (8)____Other (Specify)________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | | (1) Not Important | (2) Somewhat Important | (3) Average Importance | (4) Very Important | (5) Major Importance |
|---|---|---|---|---|---|---|
| 1. | An understanding and acceptance of self is important throughout life. | | | | | |
| 2. | Persons need to be recognized as having dignity and worth. | | | | | |
| 3. | Occupations exist for a purpose. | | | | | |
| 4. | There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. | Work means different things to different people. | | | | | |
| 6. | Education and work are interrelated. | | | | | |
| 7. | Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. | Occupational supply and demand has an impact on career planning. | | | | | |
| 9. | Job specialization creates interdependency. | | | | | |
| 10. | Environment and individual potential interact to influence career development. | | | | | |
| 11. | Occupations and life styles are interrelated. | | | | | |
| 12. | Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. | Career development requires a continuous and sequential series of choices. | | | | | |
| 14. | Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. | Individuals are responsible for their career planning. | | | | | |
| 16. | Job characteristics and individuals must be flexible in a changing society. | | | | | |

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. An effective program of career education will reduce the drop out rate. | | | | | |
| 4. Most local business and professional people will support career education programs. | | | | | |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. State and federal funds should be provided to support career education. | | | | | |
| 10. The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. An effective career education program will help students in making realistic career choices. | | | | | |
| 14. Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. A career education course should be required for certification in my field. | | | | | |
| 16. The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

| C. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities. | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0<br>(1) | 1-2<br>(2) | 3-4<br>(3) | 5-7<br>(4) | 7-10<br>(5) | 11 or more<br>(6) |
| 1. Have spoken to classes within my school concerning career education. | | | | | | |
| 2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market. | | | | | | |
| 3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center. | | | | | | |
| 4. Have disseminated literature related to career education to teachers within my school. | | | | | | |
| 5. Have chaired or been a member of a curriculum advisory committee. | | | | | | |
| 6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students. | | | | | | |
| 7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc. | | | | | | |
| 8. Have utilized local businessmen to speak to school classes or groups. | | | | | | |
| 9. Have used field trips as a means of familiarizing students with various careers. | | | | | | |
| 10. Have used occupational games as a means of familiarizing students with various careers. | | | | | | |
| 11. Have met with members of the counseling staff at LTI for the express purpose of enhancing understanding and cooperation between the two school systems. | | | | | | |
| 12. Have utilized staff members from LTI for guidance purposes within your own school. | | | | | | |
| 13. Have met with members of the counseling staff at various local senior high schools to discuss mutual need, problems, etc. | | | | | | |
| 14. Have met with members of the counseling staff at various junior high schools to discuss mutual needs, problems, etc. | | | | | | |

| D. Read each statement carefully and check the appropriate box which best describes how you feel about each statement. | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Most of the teachers in my school have supported career education programs so far. | | | | | |
| 2. Most of the administrators in my school have supported career education programs so far. | | | | | |
| 3. Most of the counselors in my school have supported career education programs so far. | | | | | |
| 4. Students have responded favorably to the Career Information Center. | | | | | |
| 5. The Career Information Center has increased the number of students seeking career counseling from me. | | | | | |
| 6. Career education has increased the number of teachers seeking career counseling assistance from me. | | | | | |
| 7. Career education has increased the number of school administrators seeking counseling assistance for their students. | | | | | |
| 8. Career education has increased my work load. | | | | | |
| 9. Career education has made my counseling more relevant and meaningful. | | | | | |
| 10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work. | | | | | |
| 11. Career counseling has reduced the dropout rate in my school. | | | | | |

E. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## COUNSELOR QUESTIONNAIRE
### JUNIOR HIGH
### 1974

Date ____________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name __________________________________

2. Sex (1) _____Male (2)_____Female

3. Age (1) _____Under 20, (2)_____20-24, (3)_____25-29, (4)_____30-34, (5)_____35-39, (6)_____40-44, (7)_____45-49, (8)_____50-54, (9)_____55-59, (10)_____60 or over.

4. Name of School ____________________________________________________

5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School, (4)____Vocational-Technical.

6. Highest level of education (1)____Bachelors, (2)____Masters, (3)____Ed. Specialist, (4)____Doctorate.

7. Years experience as: _____Teacher _____Administrator

8. Number of students you are responsible for counseling ________.

9. How many years have you functioned as a counselor?

   (1)____Less than 1 year, (2)____1-2 years, (3)____3-5 years, (4)____6-10 years, (5)____11-15 years, (6)____16-20 years, (7)____20 years or more.

10. Please indicate the number of Career Education training programs you have participated in since June 1972.

    (1)____# of summer workshops conducted by project staff (Mr. Bingner).

    (2)____# of in-service training programs during school year.

    (3)____# of conferences with project consultants.

    (4)____# of other workshops or seminars.

    (5)____# of academic courses.

    (6)____# of Educational Telephone Network (ETN) courses.

    (7)____# of T.V. courses.

    (8)____Other (Specify)__________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

## B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|---|
| 1. | Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. | An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. | An effective program of career education will reduce the drop out rate. | | | | | |
| 4. | Most local business and professional people will support career education programs. | | | | | |
| 5. | Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. | Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. | The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. | An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. | State and federal funds should be provided to support career education. | | | | | |
| 10. | The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. | The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. | The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. | An effective career education program will help students in making realistic career choices. | | | | | |
| 14. | Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. | A career education course should be required for certification in my field. | | | | | |
| 16. | The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. | A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. | The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. | A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. | A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. | As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0<br>(1) | 1-2<br>(2) | 3-4<br>(3) | 5-7<br>(4) | 7-10<br>(5) | 11 or more<br>(6) |
| 1. Have spoken to classes within my school concerning career education. | | | | | | |
| 2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market. | | | | | | |
| 3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center. | | | | | | |
| 4. Have disseminated literature related to career education to teachers within my school. | | | | | | |
| 5. Have chaired or been a member of a curriculum advisory committee. | | | | | | |
| 6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students. | | | | | | |
| 7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc. | | | | | | |
| 8. Have utilized local businessmen to speak to school classes or groups. | | | | | | |
| 9. Have used field trips as a means of familiarizing students with various careers. | | | | | | |
| 10. Have used occupational games as a means of familiarizing students with various careers. | | | | | | |
| 11. Have met with members of the counseling staff at LTI for express purpose of enhancing understanding and co-operation between the two school systems. | | | | | | |
| 12. Have utilized staff members from LTI for guidance purpurposes within your own school. | | | | | | |
| 13. Have met with members of the counseling staff at various local junior high schools to discuss mutual need, problems, etc. | | | | | | |

D. Read each statement carefully and check the appropriate box which best describes how you feel about each statement.

| | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Most of the teachers in my school have supported career education programs so far. | | | | | |
| 2. Most of the administrators in my school have supported career education programs so far. | | | | | |
| 3. Most of the counselors in my school have supported career education programs so far. | | | | | |
| 4. Students have responded favorably to the Career Information Center. | | | | | |
| 5. The Career Information Center has increased the number of students seeking career counseling from me. | | | | | |
| 6. Career education has increased the number of teachers seeking career counseling assistance from me. | | | | | |
| 7. Career education has increased the number of school administrators seeking counseling assistance for their students. | | | | | |
| 8. Career education has increased my work load. | | | | | |
| 9. Career education has made my counseling more relevant and meaningful. | | | | | |
| 10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work. | | | | | |
| 11. Career counseling has reduced the dropout rate in my school. | | | | | |

E. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

# COUNSELOR QUESTIONNAIRE
## POST-SECONDARY
## 1974

Date ____________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ________________________________

2. Sex (1) _____Male (2)_____Female

3. Age (1) _____Under 20, (2)_____20-24, (3)_____25-29, (4)_____30-34, (5)_____35-39, (6)_____40-44, (7)_____45-49, (8)_____50-54, (9)_____55-59, (10)_____60 or over.

4. Name of School ____________________________________________________

5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School, (4)____Vocational-Technical.

6. Highest level of education (1)____Bachelors, (2)____Masters, (3)____Ed. Specialist, (4)____Doctorate.

7. Years experience as: _____Teacher _____Administrator

8. Number of students you are responsible for counseling ________.

9. How many years have you functioned as a counselor?

   (1)____Less than 1 year, (2)____1-2 years, (3)____3-5 years, (4)____6-10 years, (5)____11-15 years, (6)____16-20 years, (7)____20 years or more.

10. Please indicate the number of Career Education training programs you have participated in since June 1972.

    (1)____# of summer workshops conducted by project staff (Mr. Bingner).

    (2)____# of in-service training programs during school year.

    (3)____# of conferences with project consultants.

    (4)____# of other workshops or seminars.

    (5)____# of academic courses.

    (6)____# of Educational Telephone Network (ETN) courses.

    (7)____# of T.V. courses.

    (8)____Other (Specify)________________________________________

| A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement. | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

## B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

|  | Strongly Disagree (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. |  |  |  |  |  |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. |  |  |  |  |  |
| 3. An effective program of career education will reduce the drop out rate. |  |  |  |  |  |
| 4. Most local business and professional people will support career education programs. |  |  |  |  |  |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. |  |  |  |  |  |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. |  |  |  |  |  |
| 7. The school guidance department should carry the sole responsibility for career education. |  |  |  |  |  |
| 8. An effective program of career education will raise the vocational aspirations of students. |  |  |  |  |  |
| 9. State and federal funds should be provided to support career education. |  |  |  |  |  |
| 10. The local community should pay for career education if the state and federal funds are unavailable. |  |  |  |  |  |
| 11. The funds for vocational education should not be used to support career education programs. |  |  |  |  |  |
| 12. The incorporation of career education programs into present courses would upgrade these courses. |  |  |  |  |  |
| 13. An effective career education program will help students in making realistic career choices. |  |  |  |  |  |
| 14. Guidance counselors don't know enough about career opportunities for students. |  |  |  |  |  |
| 15. A career education course should be required for certification in my field. |  |  |  |  |  |
| 16. The basic philosophy of career education is sound and worth implementing. |  |  |  |  |  |
| 17. A career education course should be required for all counseling majors at the college level. |  |  |  |  |  |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. |  |  |  |  |  |
| 19. A secondary school student should receive credit for any kind of employment. |  |  |  |  |  |
| 20. A sec. school student should receive credit for only work which is related to his career choice. |  |  |  |  |  |
| 21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) |  |  |  |  |  |

C. Listed below are several activities you may have been involved with since June 1972. Please check the box which best represents the number of times you have participated in, been involved with, or utilized these activities.

| | FREQUENCY | | | | | |
|---|---|---|---|---|---|---|
| | 0 (1) | 1-2 (2) | 3-4 (3) | 5-7 (4) | 7-10 (5) | 11 or more (6) |
| 1. Have spoken to classes within my school concerning career education. | | | | | | |
| 2. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market. | | | | | | |
| 3. Have spoken to groups of teachers concerning how they might better utilize the Career Information Center. | | | | | | |
| 4. Have disseminated literature related to career education to teachers within my school. | | | | | | |
| 5. Have chaired or been a member of a curriculum advisory committee. | | | | | | |
| 6. Have met with members of the Wisconsin State Employment Service concerning career education and the services they might offer students. | | | | | | |
| 7. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc. | | | | | | |
| 8. Have utilized local businessmen to speak to school classes or groups. | | | | | | |
| 9. Have used field trips as a means of familiarizing students with various careers. | | | | | | |
| 10. Have used occupational games as a means of familiarizing students with various careers. | | | | | | |
| 11. Have met with members of the guidance departments of local high schools for the express purpose of enhancing understanding and cooperation among the school systems. | | | | | | |
| 12. Have spoken to classes or groups of students from local high schools about the services LTI might provide them after graduation. | | | | | | |
| 13. Have spoken to classes or groups of students from local junior high schools about the services LTI might provide them after graduation from high school. | | | | | | |

D. Read each statement carefully and check the appropriate box which best describes how you feel about each statement.

| | Strongly Disagre (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Most of the teachers in my school have supported career education programs so far. | | | | | |
| 2. Most of the administrators in my school have supported career education programs so far. | | | | | |
| 3. Most of the counselors in my school have supported career education programs so far. | | | | | |
| 4. Students have responded favorably to the Career Information Center. | | | | | |
| 5. The Career Information Center has increased the number of students seeking career counseling from me. | | | | | |
| 6. Career education has increased the number of teachers seeking career counseling assistance from me. | | | | | |
| 7. Career education has increased the number of school administrators seeking counseling assistance for their students. | | | | | |
| 8. Career education has increased my work load. | | | | | |
| 9. Career education has made my counseling more relevant and meaningful. | | | | | |
| 10. Career education has helped the students in my school develop more positive attitudes toward themselves, school and/or work. | | | | | |
| 11. Career counseling has reduced the dropout rate in my school. | | | | | |

E. If you have any comments, please make them on the back of this page.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 15, 1974

Dear Colleague:

Your answers to the questions in the attached questionnaire will be very important in considering the successes and changes of Career Education programs now being conducted in your area. Because Career Education cannot be implemented without the direct involvement of people like yourself, it is very important that your ideas become part of the information that is gathered about these programs.

The attached form has been devised so it will take a minimum amount of your time. Most of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response to your building administrator's office. Please return it by Monday, February 25, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director

CWG:bb

Attach.

Sheboygan Career Education
Third Party Evaluation
U. W. - Stout

## ADMINISTRATOR QUESTIONNAIRE
1974

Date ______________________________

Please fill out the following questions by either checking (✓) the appropriate response, or by supplying the information requested.

1. Name ____________________________________________

2. Sex (1)_____Male (2)_____Female

3. Age (1)____Under 20, (2)____20-24, (3)____25-29, (4)____30-34,
(5)____35-39, (6)____40-44, (7)____45-49, (8)____50-54, (9)____55-59,
(10)____60 or over.

4. Name of School ________________________________________________________

5. Level of school (1)____Elementary, (2)____Junior High, (3)____High School,
(4)____Vocational-Technical

6. Highest level of education (1)_____Bachelors, (2)_____Masters,
(3)_____Ed. Specialist, (4)____Doctorate.

7. Years experience as: _____Teacher _____Counselor

8. Number of students you are responsible for _______.

9. How many years have you functioned as an administrator:

(1)_____Less than 1 year, (2)_____1-2 years, (3)_____3-5 years, (4)_____6-10 years,
(5)_____11-15 years, (6)_____16-20 years, (7)_____20 years or more.

10. Please indicate the number of Career Education training programs you have participated in since June 1972.

(1)____# of summer workshops conducted by project staff (Mr. Bingner).

(2)____# of in-service training programs during school year.

(3)____# of conferences with project consultants.

(4)____# of other workshops or seminars

(5)____# of academic courses

(6)____# of Educational Telephone Network (ETN) courses

(7)____# of T.V. courses

(8)____Other (specify) ________________________________________________

A. Listed below are sixteen concepts of career education. Do you agree that these concepts are important for the grade level(s) you are associated with? Please check the appropriate box which best expresses your level of agreement with each statement.

| | Not Important (1) | Somewhat Important (2) | Average Importance (3) | Very Important (4) | Major Importance (5) |
|---|---|---|---|---|---|
| 1. An understanding and acceptance of self is important throughout life. | | | | | |
| 2. Persons need to be recognized as having dignity and worth. | | | | | |
| 3. Occupations exist for a purpose. | | | | | |
| 4. There is a wide variety of careers which may be classified in several ways. | | | | | |
| 5. Work means different things to different people. | | | | | |
| 6. Education and work are interrelated. | | | | | |
| 7. Individuals differ in their interests, abilities, attitudes, and values. | | | | | |
| 8. Occupational supply and demand has an impact on career planning. | | | | | |
| 9. Job specialization creates interdependency. | | | | | |
| 10. Environment and individual potential interact to influence career development. | | | | | |
| 11. Occupations and life styles are interrelated. | | | | | |
| 12. Individuals can learn to perform adequately in a variety of occupations. | | | | | |
| 13. Career development requires a continuous and sequential series of choices. | | | | | |
| 14. Various groups and institutions influence the nature and structure of work. | | | | | |
| 15. Individuals are responsible for their career planning. | | | | | |
| 16. Job characteristics and individuals must be flexible in a changing society. | | | | | |

B. How Do You Feel About Career Education?

Please read each statement carefully and check the appropriate box which best describes how you feel about each statement

| | Strongly Disagre (1) | Disagree (2) | No Opinion (3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|
| 1. Students should be aware of different jobs and job requirements during the study of every subject in every grade. | | | | | |
| 2. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formable school. | | | | | |
| 3. An effective program of career education will reduce the drop out rate. | | | | | |
| 4. Most local business and professional people will support career education programs. | | | | | |
| 5. Separate courses on career education would be better than incorporating this material into existing courses. | | | | | |
| 6. Career education should be taught by specialists in the field rather than by regular teachers. | | | | | |
| 7. The school guidance department should carry the sole responsibility for career education. | | | | | |
| 8. An effective program of career education will raise the vocational aspirations of students. | | | | | |
| 9. State and federal funds should be provided to support career education. | | | | | |
| 10. The local community should pay for career education if the state and federal funds are unavailable. | | | | | |
| 11. The funds for vocational education should not be used to support career education programs. | | | | | |
| 12. The incorporation of career education programs into present courses would upgrade these courses. | | | | | |
| 13. An effective career education program will help students in making realistic career choices. | | | | | |
| 14. Guidance counselors don't know enough about career opportunities for students. | | | | | |
| 15. A career education course should be required for certification in my field. | | | | | |
| 16. The basic philosophy of career education is sound and worth implementing. | | | | | |
| 17. A career education course should be required for all counseling majors at the college level. | | | | | |
| 18. The integration of career education in present courses will decrease the effectiveness of instruction. | | | | | |
| 19. A secondary school student should receive credit for any kind of employment. | | | | | |
| 20. A sec. school student should receive credit for only work which is related to his career choice. | | | | | |
| 21. As a part of the sec. school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.) | | | | | |

C. If you have any comments, please make them on the back of this page.

## Community Survey

1. Person(s) who is (are) interviewed

| | | Number |
|---|---|---|
| 1.1 | Mother | ____ |
| 1.2 | Father | ____ |
| 1.3 | Mother and Father | ____ |
| 1.4 | Adult male other than father | ____ |
| 1.5 | Adult female other than mother | ____ |
| 1.6 | Other ____________________ | ____ |

2. How many children do you have?

| | | Male | Female |
|---|---|---|---|
| 2.1 | ____None | ____ | ____ |
| 2.2 | ____1 | ____ | ____ |
| 2.3 | ____2 | ____ | ____ |
| 2.4 | ____3 | ____ | ____ |
| 2.5 | ____4 | ____ | ____ |
| 2.6 | ____5 | ____ | ____ |
| 2.7 | ____More than 5 | ____ | ____ |

3. Have any of your children left school before graduating from high school?

3.1 ____Yes Grade ____ ____ ____ ____ ____ ____
3.2 ____No

4. In what grades are your children? (Number)

4.1 ____K-3
4.2 ____4-6
4.3 ____7-9
4.4 ____10-12
4.5 ____13-14
4.6 ____Other (Please specify) ____________________

5. What do you see as the chief purpose of education?

5.1 ____Get a job
5.2 ____Go to a business or trade school
5.3 ____Go to a two year college
5.4 ____Go to a four year college
5.5 ____Vocational education
5.6 ____Other: (Please specify) ____________________

6. With whom have you discussed any career plans for your children?

6.1 ____Child
6.2 ____Other parents
6.3 ____Teachers
6.4 ____Guidance Counselors
6.5 ____Other school staff
6.6 ____Representative of various careers
6.7 ____None
6.8 ____Other: (Please specify) ____________________

7. Since June, 1972, how many times have you received information about the career education program in your school system from the following sources? Circle a response in each column.

| Meetings | Newsletters or Brochures | Newspapers, Television, Radio Announcement |
|---|---|---|
| 7.1 Never | 7.6 Never | 7.11 Never |
| 7.2 1 | 7.7 1 | 7.12 1 |
| 7.3 2 | 7.8 2 | 7.13 2 |
| 7.4 3 | 7.9 3 | 7.14 3 |
| 7.5 More than three | 7.10 More than three | 7.15 More than three |

8. How many times have you heard about or received any information about the articulation program between Sheboygan High Schools and Lakeshore Technical Institute? Circle your response.

8.1 Never
8.2 1
8.3 2
8.4 3
8.5 More than three

9. Are you involved in the school system as: (circle those that apply)

9.1 Parent
9.2 Advisory committee member
9.3 PTA
9.4 Teacher
9.5 Board of Education
9.6 School staff members
9.7 Citizen
9.8 Single male
9.9 Single female
9.10 Other: (Please specify) ____________________

10. What type of work do you do? (Job) ____________________

____________________________________________

____________________________________________

11. What is your highest level of education?

11.1 ____Eighth Grade
11.2 ____Some high school
11.3 ____High School graduate
11.4 ____Vocational School
11.5 ____Technical School
11.6 ____Some college
11.7 ____Bachelor's Degree
11.8 ____Master's Degree
11.9 ____Doctor's Degree
11.10 ____Other: (Please specify) ____________________

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April, 1974

Dear Colleague:

During the past two years, the Sheboygan K-14 Career Education Guide has been purchased by you and other individuals and agencies. We are interested in finding out how the Guide was used and if it proved to be of value to you.

Your answers to the attached questionnaire will be very important in considering the value of the curriculum guide developed by the Sheboygan Articulation Project.

The attached form has been devised so it will take a minimum amount of your time. All of the answers can be given by checking appropriate spaces or providing limited information. There is a question at the end for you to write any comments you would like to add.

It is extremely important that your ideas and information be included in this study and we want you to know your time and effort to do this is appreciated very much.

When you have completed the questionnaire, please use the enclosed envelope to return your sealed response. Please return it by May 15, 1974.

Thank you very much for your cooperation.

Sincerely,

Carlyle W. Gilbertson

Dr. Carlyle W. Gilbertson
Program Evaluation Director
Sheboygan Articulation Project

CWG:bb
Enclosures

CVTAE
Form 89

University of Wisconsin - Stout
Menomonie, Wisconsin
K-14 Career Education Guide
QUESTIONNAIRE
(PLEASE CHECK APPROPRIATE RESPONSE)

A. If you serve a region rather than being a school district or classroom teacher, please answer the questions in this section.

1. We use the K-14 Career Education Guide as one example among other guides.

____Yes ____No

2. How many of the educational systems you serv adopted for use the Sheboygan K-14 guide?

____Many ____Some ____A few ____None

3. We found other guides more useable for institutions and individuals we serve.

____Yes ____No

4. Were the Career Education Models, "The Arrow," "The Six Components" and "The Blueprint for Implementing Career Education" useful?

____Yes ____No

5. Did the Career Education Models mentioned above provide direction for local school systems or individual educators to develop local models and programs of Career Education?

____Yes ____No

6. Was the guide used in a regional Career Education Resource Center for teachers and other educators to get ideas from?

____Yes ____No

7. Educators like the organization (K-14 Form) of the guide.

____Yes ____No

B. If you work in a school district or individual school rather than serving a region, please answer the following questions.

1. We are planning in-service and will use the K-14 Career Education Guide to write curriculum for our school.

____Yes ____No

Grades________________________________________________
Subject Areas__________________________________________

2. We will use the Sheboygan models to implement Career Education beyond the K-14 curriculum guide.

____Yes ____No

3. How was the guide presented to the faculty?

4. We use the Sheboygan K-14 guide and models to establish our local school district's Career Education philosophy, short and long range Career Education Goals.

____Yes ___No

5. We used the Sheboygan K-14 guide to write (or rewrite) our local curriculum.

____Yes ____No

a. What grade levels?________________________________________
b. What subject areas?________________________________________

6. We used the guide to integrate career development concepts into our local curriculum.

____Yes ____No

a. What grade levels?________________________________________
b. What subject areas?________________________________________

7. We used the K-14 guide and the Sheboygan models to establish our local philosophy of Career Education.

____Yes ____No

8. The Sheboygan K-14 guide and Career Education Models were useable to us.

____Yes ____No

If yes, which parts were most useable?______________________________

____________________________________________________________

C. If you have additional comments, please make them on the back of this page. Thank you very much for your time and cooperation.

## QUESTIONNAIRE FOR CAREER EDUCATION WORKSHOP
Sheboygan, Wisconsin
Summer 1974

To the participants:

Your responses to the following questions will be especially valuable in helping us evaluate if these workshops are useful to educators. Please answer each of the items carefully by circling the letter or number, placing a check in the blank which best describes your answer, or writing your response.

1. Do you feel you know how to define career education?

   A. Definitely yes
   B. Probably yes
   C. Probably not
   D. Definitely not
   E. Uncertain

2. Show on the scale below how confident you feel of your ability to interpret career education to others.

| | Very Confident | Confident | Somewhat Confident | Not at all Confident |
|---|---|---|---|---|
| a) Teachers | 1 | 2 | 3 | 4 |
| b) Counselors | 1 | 2 | 3 | 4 |
| c) Administrators | 1 | 2 | 3 | 4 |
| d) Parents | 1 | 2 | 3 | 4 |
| e) School Boards | 1 | 2 | 3 | 4 |

3. In general, how useful do you feel career education is likely to be in improving the effectiveness of your job?

   A. Very useful
   B. Somewhat useful
   C. Of little use
   D. Of no use
   E. Undecided

4. Prior to coming to the workshop, I considered career education

   A. Very useful
   B. Somewhat useful
   C. Somewhat irrelevant
   D. Very irrelevant
   E. Undecided

5. In what way has the workshop influenced your feelings toward the usefulness of career education?

   I now consider career education:
   A. Much more useful than I did before
   B. A little more useful than I did before
   C. A little less useful than I did before
   D. Much less useful than I did before
   E. Not applicable - I don't believe my attitude has changed

6. What other topics do you believe should have been covered, if any? If you mention more than one topic, list them in order of importance.

7. Please indicate the extent to which the following were useful in helping you to understand the content of the workshop.

| | Extremely Helpful | Very Helpful | Helpful | Not Helpful |
|---|---|---|---|---|
| a) Speakers | 1 | 2 | 3 | 4 |
| b) Career Materials | 1 | 2 | 3 | 4 |
| c) Group Exercises | 1 | 2 | 3 | 4 |
| d) Readings | 1 | 2 | 3 | 4 |
| e) Handouts | 1 | 2 | 3 | 4 |
| f) | 1 | 2 | 3 | 4 |
| g) | 1 | 2 | 3 | 4 |
| h) | 1 | 2 | 3 | 4 |

8. Please indicate what your personal goals were for this workshop.

9. Which of these goals were best met by the workshop?

10. Which of these goals were least satisfied by the workshop?

11. In terms of your own goals for this workshop, how successful was the workshop?

   A. Very successful
   B. Moderately successful
   C. Moderately unsuccessful
   D. Quite unsuccessful
   E. I am undecided

12. Please indicate the extent to which the workshop contributed to your growth and understanding in each of the areas listed.

| | Very much | Somewhat | Little | Not applicable (I already had this background) |
|---|---|---|---|---|
| a) Curriculum Planning | 1 | 2 | 3 | 4 |
| b) Use of career materials | 1 | 2 | 3 | 4 |
| c) Evaluation of career materials | 1 | 2 | 3 | 4 |
| d) Selection of appropriate career materials | 1 | 2 | 3 | 4 |

13. What changes would you make to improve the workshop before it is presented for other educators?

14. In your opinion, how helpful are these workshops in the work and professional growth of educators?

   A. Extremely helpful
   B. Of considerable help
   C. Of some help
   D. Of no help

15. Please give your general comments on the workshop you just completed.

VALUE RATING

LOCATION

CAREER EDUCATION MATERIAL
1971 - 1974-JUNE

(

Awareness Books

N AB 1 - Act One An Autobiography by Ala [illegible] (S) [illegible]
Educational Reading Service, Inc.

N AB 2 - Blowfish Live in the Sea by Paula Fox ($1.00)
Dell Publishing Co. Inc

N AB 3 - Edge of Awareness: 25 Contemporary Essays - Ned E. Hoopes & Richard Peck Ed. (2218-9) (60¢)
Dell Publishing Co. Inc.

N AB 4 - Emotional Problems of Growing Up

N AB 5 - How to Win Friends and Influence People - Carnegie, Dale (PB) (75¢)
Simon & Schuster, Inc.

N AB 6 - Man Alone: Alienation in Modern Society Eric & Mary Josephson Ed. (5182-3) (95¢)
Dell Publishing Co. Inc.

N AB 7 - The Vanishing Adolescent - Edgar G. Friedenberg (9276-3) (60¢)
Dell Publishing Co. Inc.

N AB 8 - Vibrations - George A. Woods ($1.00)
Dell Publishing Co. Inc.

N AB 9 - Who Am I? Essays on the Alienated - Ned E. Hoopes Ed.(9572-9) (75¢)
Dell Publishing Co. Inc.

N AB 10 - My Own Story by Bernard Baruch (C) (50¢)
Educational Reading Service, Inc.

N AB 11 - The Sheepskin Psychosis - John Keats (7805-3) (75¢)
Dell Publishing Co. Inc.

N AB 12 - Faithful Echo - Ekvall, Robert B. ($1.45)
College and University Press

N AB 13 - Tu Vida Social (495 pages) & index cards ($2.75)
Gessler Publishing Co., Inc.

N AB 14 - Savoir-Vivre by Nicole Germain (195 pages) & index cards ($2.50)
Gessler Publishing Co., Inc.

G AB 15 - Just Me - Marie Hall ($2.50)
Viking Press, Inc.

* Significant
** Most Significant

| VALUE RATING | LOCATION | Booklets |
|---|---|---|
|  | N | BK 1 - Facts About Narcotics & Dangerous Drugs |
|  | N | BK 2 - Finding Part-time Jobs |
|  | N | BK 3 - Should You Go to College? |
|  | H | BK 4 - Career Monographs on Opportunity Occupations (17 booklets)<br>Wilfrid E. & Isabel R. Belleau (Complete set = 18) $1.00 each<br>Associated Publishers |
|  | L | BK 5 - Getting Along Series (10 pamphlets) ($2.00/set)<br>The Economics Press Incorporation |
|  | L | BK 6 - Community Resources Workshops (25¢)<br>National Assn. of Manufacturers |
|  | L | BK 7 - Industry-Education Councils (6 copies) (50¢ each)<br>National Assn. of Manufacturers |
|  | L | BK 8 - Student-Industry Plan for Action (25¢)<br>National Assn. of Manufacturers |
|  | L | BK 9 - Official Policy Positions (6 copies) (N/C)<br>National Assn. of Manufacturers |
|  | L | BK 10 - Public Policy Reports (4 reports) (20¢ each)<br>National Assn. of Manufacturers |
|  | L | BK 11 - Career Education Monograph Series (9 booklets) ($5.00/set)<br>Bureau of Publications |
|  | N | BK 12 - Job Interview Workbook ($2.50)<br>Creative Services/The Audio-Visual Company |
|  | N | BK 13 - How to Give a Fashion Show (5 copies) (50¢ each)<br>McCalls Patterns |
|  | L | BK 14 - Career Education (Stock No. 1780-01081) (100 copies) (20¢ each)<br>Superintendent of Documents |
| * | G | BK 15 - Here I Am (pkg of 25) (5-43560) ($10.75)<br>Science Research Associates |
| * | G | BK 16 - The Me I Know (pkg. of 25) (5-43604) ($13.20)<br>Science Research Associates |
| * | G | BK 17 - Being Me (pkg. of 25) (5-43703) ($13.20)<br>Science Research Associates |

VALUE RATIN
LOCATION

Booklets Cont.

N BK 18 - Math Career Education Test Booklet (Spirit Duplicating Masters) ($10.64)
Charles E. Merrill Publishing Co.

H BK 19 - Concept Module #1 "Self Concept" (2 copies) (70¢ each)
Cooperative Education Service

H BK 20 - Concept Module #2 "Cooperation" (2 copies) (70¢ each)
Cooperative Education Service

H BK 21 - Concept Module #3 "Values" (2 copies) (70¢ each)
Cooperative Education Service

H BK 22 - Instructional Strategies, Set #2 "My Citizenship Booklet"
(2 copies) (70¢ each)
Cooperative Education Service

H BK 23 - Instructional Strategies, Set #4 "How Do You Perceive Yourself...
Others"(2 copies) (70¢ each)
Cooperative Education Service

H BK 24 - Instructional Strategies, Set #5 "All About Me" (2 copies) (70¢ each)
Cooperative Education Service

H BK 25 - Educational Strategies, Set #12 "Transactional Analysis"
(2 copies) (70¢ each)
Cooperative Education Service

H BK 26 - Instructional Strategies, Set #13 "Social Responsibility"
(2 copies) (70¢ each)
Cooperative Education Service

H BK 27 - Instructional Strategies, Set #14 "Behavior Modification"
(2 copies) (70¢ each)
Cooperative Education Service

** N BK 28 - Living With Myself--and Others (A guide to Transactional
L Analysis by Dennis Siebert (60 copies-N) (50 copies-L) (50¢ each)
Dr. Thomas Morris

L BK 29 - Answers to Some Questions About Career is Graphic Communications
(101 copies) Graphic Arts Tech. Foundation $5.00
L BK 30 - Careers in Graphic Communications (loo copies) $5.00

L BK 31 - Technical Schools, Colleges & University offering cources in
Graphic Comm. $4.00

L BK 32 - Post Secondary Cooperative Education Abstracts $3.29
Eric Document Reproduction Service

L BK 33 - Attitudes Toward Work: A Bibliography of Eric Documents $3.29
Eric Document Reproduction Service

## Career Books

| VALUE RATING | LOCATION | |
|---|---|---|
| | N | CB 1 - Basic Metal Working Technology |
| | N | CB 2 - Computers: The Machines We Think With - D.S. Halacy, Jr. (1962( (50¢)<br>Dell Publishing Company Inc. |
| | H | CB 3 - Your Future in Civil Engineering |
| | N | CB 4 - Chiropractic: A Modern Way to Health - Dr. Julius Dinterfuss (1965) (75¢)<br>Pyramid Publications, Inc. |
| * | N | CB 5 - Encyclopedia of Job Descriptions in Manufacturing ($59.50)<br>Sextant Systems, Inc. |
| | N | CB 6 - Employment and Earnings, States & Areas 1939-69 ($5.25)<br>U.S. Government Printing Office |
| | N | CB 7 - Present Value of Estimated Lifetime Earnings, Technical Paper 16 (1967) (40¢)<br>Superintendent of Documents |
| | N | CB 8 - Career Thresholds Vol I (#L1.39/3:16) ($2.00)<br>Superintendent of Documents |
| | G | CB 9 - The Teacher's Role in Career Development (2 copies) (#308) ($1.90)<br>American Personnel & Guidance Assn. |
| | N | CB 10 - Occupations in the Field of Library Science |
| | N | CB 11 - Occupations in Electronic Computing Systems |
| | N | CB 12 - Jobs in Ship and Boat Building |
| | N | CB 13 - Careers in Home Economics - Hoeflin, Ruth, 1970 (#35559) ($6.95)<br>Collier MacMillan Library Services |
| | G | CB 14 - Clara Barton - A Story of the Red Cross (A) (60¢)<br>Educational Reading Service, Inc. |
| | N | CB 15 - Creative Careers for Women (A Handbook of Sources and Ideas for Part-time Jobs) - Scobey, Joan and McGrath, Lee Parr (ESS) 10231 ($1.00)<br>Simon & Schuster, Inc. |
| | N | CB 16 - I Wish I'd Known That Before I Went to College - Brown, Judy and Grossfield, Don (ESS) 10168 ($1.00)<br>Simon & Schuster, Inc. |

VALUE RATING

LOCATION

Career Books Cont.

N CB 17 - The Art of Being a Successful Student (BIPAD)- Thompson, Helen M.
(WSP) W 56 (45¢)
Simon & Schuster, Inc.

N CB 18 - Through Basic Training With Walter Young - Mel Cebulash (M-2956) (60¢)
Scholastic Book Services

N CB 19 - Vocational Opportunities for Foreign Language Students - Gilbert
C. Kettelkamp (331) ($1.25)
Modern Language Assn. of America

N CB 20 - Home Economists in Action - Nancy Mills ($1.00)
Co-Ed/Forecast

N CB 21 - Inside the Fashion Business - Jarnow, J.A. and Judelle, B.
0-471-44065 ($3.50)
John Wiley & Sons, Inc.

N CB 22 - The Theory of Fashion Design - Brockman, H.B. 0-471-10536-4 ($10.95)
John Wiley & Sons, Inc.

N CB 23 - The Men of Achievement Series - 50 Biographies of Modern Self-made
Men Whose Lives Enriched America (49 books rec.) ($5.98/book)
Associated Publishers

N CB 24 - The Aim High Vocational Series - 18 Vocational Fields Which
Promise Success to Ambitious Non-college Students ($69.50/set)
Associated Publishers

N CB 25 - The Careers in Depth Series - 98 of the Best Authored, Occupational
Information Books Available (97 books rec.) ($335.00)
Associated Publishers

N CB 26 - Understanding the Automobile & Instructor's Answer Key - J. Beck ($2.00)
Follett Publishing Company

LOOKING FORWARD TO A CAREER (12 books) plus teacher's guide ($60.65/set)

N CB 27 - Looking Forward to a Career - Art (3 copies - 1 is complementary)
Dillon Press Inc.

N CB 28 - Looking Forward to a Career - Writing (3 copies - 1 complementary)
Dillon Press Inc.

N CB 29 - Looking Forward to a Career - Radio and Television (3 copies -
1 complementary)
Dillon Press

N CB 30 - Looking Forward to a Career - Computers (3 copies - 1 complementary)
Dillon Press

N CB 31 - Child Care Aide - Teacher's Copy = $10.00 - Student's Copy = $6.50
Texas Technical University

VALUE RATING
LOCATION

Career Books Cont.

N CB 32 - The Student Journalist and Photojournalism ($3.78)
Richard Rosen Press, Inc.

N CB 33 - The Complete Book of Press Photography - E. M. Seitz ($2.50)
Hibbert Printing Co.

N CB 34 - Opportunities in Mathematics ($3.50)
J. Weston Walch, Publisher

N CB 35 - Tangrams ($[illegible].00)
J. Weston Walch, Publisher

N CB 36 - Prevocational Series #500 (6 books & answer keys #501) ($1.05 each/25¢ each answer key)
Delmar Publishers

N CB 37 - The World of Work edited by Kay Koschnick ($1.25)
New Readers Press

N CB 38 - Occupations edited by Caroline Blakely (64 pages) ($1.50)
New Readers Press

N CB 39 - Le Parfait Secrètaire by Larousse (474 pages) & index cards ($3.25)
Gessler Publishing Company, Inc.

N CB 40 - La Cocina Sabrosa Y Pràctica by J. Jamar (195 pages) 1100 recipes & index cards ($2.95)
Gessler Publishing Company, Inc.

N CB 41 - La Bonne Cuisine Chež Soi by Fernand Nathan (319 pages)& index cards ($3.95)
Gessler Publishing Company, Inc.

G CB 42 - Looking Forward to a Career - Advertising (2 copies - 1 complementary)
H Dillon Press Inc.

G CB 43 - Looking Forward to a Career - Agriculture (2 copies - 1 complementary)
H Dillon Press Inc.

G CB 44 - Looking Forward to a Career - Building Trades (2 copies - 1 complementary)
H Dillon Press Inc.

G CB 45 - Looking Forward to a Career - Dentistry (2 copies - 1 complementary)
H Dillon Press Inc.

G CB 46 - Looking Forward to a Career - Fashion (2 copies - 1 complementary)
H Dillon Press Inc.

G CB 47 - Looking Forward to a Career - Government (2 copies - 1 complementary)
H Dillon Press Inc.

VALUE RATING
LOCATION

Career Books Cont.

G
H CB 48 - Looking Forward to a Career - Home Economics (2 copies -
1 complementary)
Dillon Press Inc.

G
H CB 49 - Looking Forward to a Career - Theater (2 copies - 1 complementary)
Dillon Press Inc.

N CB 50 - Your Future as a Home Economist - Jeanne Paris (160 Pages)
paperback ($1.95)
Arco Publishing Co., Inc.

N CB 51 - Child Welfare League of America Standards for Day Care Service ($2.50)
Child Welfare League of America

G CB 52 - Let's Pretend We Work in the Bank (Classroom ed.) ($4.00)
Psycan Limited

N CB 53 - Le Francais Scientifique Et Technique (Vol I & II & teacher guide)
($16.95)
Continental Book Company, Inc.

N CB 54 - On the Job ([illegible]-five people tell what it's like) - Joseph L. Norton
($7.95)
J. G. Ferguson Publishing Company

N CB 55 - Career Opportunities: Ecology, Conservation, & Environmental
Control ($6.95)
J. G. Ferguson Publishing Company

L CB 56 - New Directions for Vocational Home Economics (3 copies) (51 pages)
($1.75 each)
American Vocational Association

| VALUE RATING | LOCATION | Classroom Equipment |
|---|---|---|
|  | N | CE 1 - Framing Carpenters Square (3) ($8.10 each)<br>The Satterlee Company |
|  | N | CE 2 - Combination Squares - 12" (6) ($16.05 each)<br>The Satterlee Company |
|  | N | CE 3 - Protractor & Depth Gage (3) ($11.40 each)<br>Brodhead Garrett |
|  | N | CE 4 - Outside Yankee Spring Calipers (8) 6" ($4.20 each)<br>Brodhead Garrett |
|  | N | CE 5 - Yankee Spring Dividers - 6" (8) ($4.20 each)<br>Brodhead Garrett |
|  | N | CE 6 - Inside Yankee Spring Calipers - 6" (8) ($4.20 each)<br>Brodhead Garrett |
|  | N | CE 7 - Dressmakers' Shears - 8" (3) ($6.80 each)<br>Brodhead Garrett |
|  | N | CE 8 - Steel Scissors - 4.5" (12) ($6.00 each)<br>Brodhead Garrett |
|  | N | CE 9 - Powerlock Steel Tapes - 6' (3) ($2.30 each)<br>Brodhead Garrett |
|  | N | CE 10 - Lufkin Steel Tapes - 50' (3) ($8.00 each)<br>Brodhead Garrett |
|  | N | CE 11 - Folding (Zig-Zag) Rules (6) ($2.60 each)<br>Brodhead Garrett |
|  | N | CE 12 - Utility Steel Rules yd./meter - 2' (3) ($10.50 each)<br>Brodhead Garrett |
|  | N | CE 13 - Satin Chrome Rules - 12" (8) ($4.50 each)<br>Brodhead Garrett |
|  | N | CE 14 - Apprentice Micrometer (0 - 1") (8) ($6.00 each)<br>Brodhead Garrett |
|  | N | CE 15 - Fillet or Radius Gauges (1) ($6.60 each)<br>Brodhead Garrett |
|  | N | CE 16 - Thickness Gauges (3) ($3.00 each)<br>Brodhead Garrett |
|  | N | CE 17 - Scribers (5) ($3.95 each)<br>Brodhead Garrett |
|  | N | CE 18 - Vernier Calipers (3) ($7.20 each)<br>Brodhead Garrett |
|  | N | CE 19 - Brodhead Architect Scales (12) ($1.50 each)<br>Brodhead Garrett |

| VALUE RATING | LOCATION | Captioned Filmstrips |
|---|---|---|
|  | N | CFS 4' - Career Opportunities I (D-3) ($31.25)<br>Popular Science Audio-Visuals |
|  | G | CFS 10 - Community Helper Series (Set I) (402000) ($41.00)<br>McGraw Hill Company |
|  | G | CFS 11 - Community Helper Series (Set II) (402060) ($41.00)<br>McGraw Hill Company |
|  | G | CFS 12 - Agriculture & Industry Set (641290) ($57.50)<br>McGraw Hill Company |
|  | G | CFS 13 - Our School Workers (641250) ($57.50)<br>McGraw Hill Company |
|  | G | CFS 14 - Clothing (8540) ($36.00)<br>Encyclopedia Brittanica |
|  | G | CFS 15 - Food (8420) ($36.00)<br>Encyclopedia Brittanica |
|  | G | CFS 16 - Shelter (8120) ($36.00)<br>Encyclopedia Brittanica |
|  | G | CFS 17 - Community Services (8180) ($36.00)<br>Encyclopedia Brittanica |
|  | G | CFS 18 - Life on the Farm (7680) ($36.00)<br>Encyclopedia Brittanica |
|  | G | CFS 19 - Mothers Work, Too (P) ($42.00)<br>Educational Reading Service |
|  | G | CFS 20 - Fathers Work (P) ($42.00)<br>Educational Reading Service |
|  | G | CFS 21 - Food, Clothing, & Shelter |
|  | G | CFS 22 - True Book Community Helpers (6) (221-S) ($32.40)<br>Society for Visual Education, Inc. |
|  |  | CFS 23 - VOID |
| * | G | CFS 24 - Leading American Negroes (6) (242-SATC) ($55.50)<br>Leading American Negroes Word Games (242SA-WG) ($6.00)<br>Society for Visual Education, Inc. |
|  |  | CFS 25 - VOID |
|  |  | CFS 26 - VOID |

| VALUE RATIN | LOCATION | Captioned Filmstrips Cont. |
|---|---|---|
| | G | CFS 27 - They Need Me ($42.00)<br>Educational Reading Service |
| | G | CFS 28 - What Do You Think? ($42.00)<br>Educational Reading Service |
| | G | CFS 29 - How Do You Feel? ($42.00)<br>Educational Reading Service |
| | N | CFS 30 - How to Study Occupations (Part of CFS 4')<br>Popular Science Audio-Visuals |
| | G | CFS 31 - Making Friends ($21.00)<br>BFA Educational Media |
| | G | CFS 32 - Where Our Daddies Work<br>Eye Gate House, Inc. |
| | N | CFS 33 - Consumer Education Filmstrip Series (655) (3 filmstrips) ($10.00)<br>Association-Sterling Films |
| * | G | CFS 34 - Our Community Utilities (4 filmstrips) (C-148) ($25.00)<br>Coronet Instructional Materials |
| | L | CFS 35 - Career Values: What Really Matter to You ($87.75)<br>Guidance Associates Pleasantvelle NY |

| VALUE RATING | LOCATION | |
|---|---|---|
| | | Display Prints |
| | G | DP 1 - Modern Negro Contributors (43-c) ($4.95)<br>Society for Visual Education, Inc. |

| VALUE RATING | LOCATION | Equipment |
|---|---|---|
| * | G<br>(3) | EQ 14-25 - Classette Tape Player Model 145 (12) Audiotronic ($33.00 each)<br>Photoart Visual Service |
| * | G<br>(1) | EQ 26 - Switchcraft Model 675B Headphone Sets with 6 Bell & Howell Monaural Earphones (Switchcraft = $21.00) (Earphones = $9.95 each)<br>Photoart Visual Service |
|  | N | EQ 27 - Switchcraft Model 675B Headphone Sets with 6 Bell & Howell Monaural Earphones (Switchcraft = $21.00) (Earphones = $9.95 each)<br>Photoart Visual Service |
| * | G | EQ 28 - Viewlex Superviewer 134 (11) ([illegible] each)<br>Shore Photo Distributor |
| * | N<br>H | EQ 29 - Viewlex Automatic Sight and Sound Filmstrip Super-viewer 136 |
|  | G | EQ 30 - Viewlex Silent Filmloop Super-viewer 191 |
|  | G | EQ 31 - Loudspeaker (2) |
|  | L | EQ 32 - Infonic 102 Cassette Copier (612561) ($1,295.00)<br>Valley School Suppliers, Inc. |
|  | L | EQ 33 - Sony Videocorder AV-3600 ($695.00)<br>Nasco Television System |
|  | N<br>H | EQ 34 - Study Mate Audio-Vance by Singer/Graflex (2096-032) (6) ($90.00 each)<br>Camera Exchange |
| ** | N<br>H | EQ 35 - Viewlex Superviewer 136 (5) ($1[illegible].00 each)<br>Valley School Suppliers, Inc. |
|  | H | EQ 36 - Sportcraft Stop Watch (for testing) ($20.99)<br>G. & L. Sports Center |
|  | N | EQ 37 - Pana-Vue 1 (individual slide viewer) ($15.00)<br>Gene's Camera & Sound Center |
|  | N | EQ 38 - Kodak Ektalite 120 Reader ($99.00)<br>Eastman Kodak Company |
| * | G | EQ 39 - Argus 2808 Dual Eight Editor Viewer ($38.96)<br>Shore Photo Distributors |
| * | G | EQ 40 - Craig Master 6 Splicer Model S-6 ($11.86)<br>Shore Photo Dist. |
| * | G | EQ 41 - Bell & Howell 1620 Movie Projector ($99.96)<br>Shore Photo Dist. |

| VALUE RATING | LOCATION | Equipment Cont. |
|---|---|---|
| * | G | EQ 42 - Kodak Carousel 750H Projector ($99.[illegible])<br>Shore Photo Dist. |
| * | G | EQ 43 - Kodak Carousel Stack Loader Outfit ($15.00)<br>Shore Photo Dist. |
| ** | G | EQ 44 - Sony TC66 Recorder (2) ($52.50 each)<br>Shore Photo Dist. |
|  | N | EQ 45-47 - Classette Tape Player Model 145 - Audiotronic (3) ($44.96 each)<br>Photoart Visual Service |
|  | H | EQ 48 - Utility Shelving (F434) ($4.88)<br>Trilling Hardware |
|  | N | EQ 49 - V-25 Viewlex Filmstrip Projector ($94.36 each) |
|  | N | EQ 50 - V-25 Viewlex Filmstrip Projector ($94.36 each)<br>Shore Photo Distributors |
| * | G | EQ 51 - Bell & Howell Filmstrip Projector (745A) ($93.45 each)<br>Photo Art Visual Service Corporation |
|  | G | EQ 52 - T[illegible]AND Listening Center (EZ-PAC 8HP) ($77.50 each)<br>Valley School Suppliers |
|  | G | EQ 53 - Record Player (Voice of Music) (275-5) (E371619) ($75.00 each)<br>Valley School Suppliers |
| * | G | EQ 54 - Viewlex Superviewer (V-135) ($99.95 each)<br>Valley School Suppliers |
| * | G | EQ 55 - Viewlex Superviewer (V-135 ($99.95 each)<br>Valley School Suppliers |
|  | N | EQ 56 - Eight Station Listening Station (M8V300P) ($75.00 each)<br>Oostdyk & Wilke |
|  | HM | EQ 57 - Video Tape Camera (Shibaden HV-70) with tripod, zoomlens, viewer & hook-up cord ($760.00 each)<br>Oostdyk & Wilke TV Service |
|  | HM | EQ 58-59-60 - Viewlex Superviewer (V136) Filmstrip & Cassette Auto) (3) ($165.ea.)<br>Valley School Suppliers, Inc. |
|  | HM | EQ 61 - Electric Time Switch (7200) for video tape ($65.00 each)<br>Oostdyk & Wilke TV Service |
|  | N | EQ 62 - Safety Belt (AV-552) (for securing the monitor to the table)<br>($8.00 each) "ADVANCE" Products Company, Inc. |

| VALUE RATING | LOCATION | 16mm Films |
|---|---|---|
|  | L | F 3 - The School Counselor |
| ** | L | F 4 - Build a Better Life (2 copies) ($35.00)<br>National Association of Home Builders |
| * | L | F 5 - Is a Career As A Technician For You? ($190.00)<br>Aims Instructional Media Services Inc. |
|  | L | F 6 - Jobs and Their Environment on the Job ($185.00)<br>McGraw-Hill Films Co. |
|  | L | F 7 - Jobs for Men: Where Am I Going? ($145.00)<br>McGraw-Hill Films Co. |
| ** | G | F 8 - Values: Understanding Others ($120.00)<br>BFA Educational Media |
| ** | G | F 9 - Values: Understanding Ourselves ($120.00)<br>BFA Educational Media |
|  | L | F 10 - Jobs in the World of Work: A Good Place to Be ($160.00)<br>McGraw-Hill Films Co. |
|  | L | F 11 - My Life to Live ($146.00)<br>Coronet Instructional Materials |
| ** | G | F 12 - People Are Different and Alike ($130.00)<br>Coronet Instructional Materials |
|  | L | F 13 - Your Job: Finding the Right One ($162.50)<br>Coronet Instructional Materials |
|  | L | F 14 - Your Job: Good Work Habits ($162.50)<br>Coronet Instructional Materials |
|  | L | F 15 - Your Job: Getting Ahead ($195.00)<br>Coronet Instructional Materials |
|  | L | F 16 - Your Job: Applying for It ($162.50)<br>Coronet Instructional Materials |
|  | L | F 17 - Your Job: You and Your Boss ($195.00)<br>Coronet Instructional Materials |
|  | L | F 18 - Your Job: Fitting In ($195.00)<br>Coronet Instructional Materials |
|  | L | F 19 - Growth of Big Business in America ($97.50)<br>Coronet Instructional Materials |
| ** | C | F 20 - Jobs in the City: Women At Work ($155.00)<br>Centron Educational Films |

VALUE RATI
LOCATION

16mm Films Cont.

** L F 21 - Guidance for the Seventies: Kids, Parents, Pressures ($170.00)
BFA Educational Media

G F 22 - Building a House ($135.00)
Encyclopedia Brittanica Education Corp.

G F 23 - The Doctor ($200.00)
Encyclopedia Brittanica

G F 24 - The Food Store ($167.50)
Encyclopedia Brittanica

G F 25 - Bread ($135.00)
Encyclopedia Brittanica

G F 26 - Cloth - Fiber to Fabric ($200.00)
Encyclopedia Brittanica

** G F 27 - Why Fathers Work? ($167.50)
Encyclopedia Brittanica

G F 28 - Our Community Services ($135.00)
Encyclopedia Brittanica

G F 29 - The Mayor ($167.50)
Encyclopedia Brittanica

G F 30 - The Mailman ($135.00)
Encyclopedia Brittanica

G F 31 - The Fireman ($135.00)
Encyclopedia Brittanica

G F 32 - The Hospital ($167.50)
Encyclopedia Brittanica

G F 33 - The Truck Driver ($200.00)
Encyclopedia Brittanica

G F 34 - An Airplane Trip By Jet ($135.00)
Encyclopedia Brittanica

** G F 35 - The Lemonade Stand: What's Fair? ($167.50)
Encyclopedia Brittanica

** G F 36 - School Problems: Getting Along With Others ($130.00)
BFA Educational Media

* L F 37 - Pathway To Craftsmanship (m-365) ($160.00)
Great Plains National Instructional Television Library

* L F 38 - Challenge in Banking (m-359) ($160.00)
Great Plains National Instructional Television Library

16mm Films Cont.

| VALUE RATING | LOCATION | |
|---|---|---|
| * | L | F 39 - Dialing Opportunity ($160.00)<br>Great Plains National Instructional Television Library |
| * | L | F 40 - English on the Job: Listening and Speaking Skills ($175.00)<br>Coronet Instructional Materials |
| * | G | F 41 - People Who Work in Factories ($185.00)<br>Coronet Instructional Materials |
| * | G | F 42 - People Who Work in Offices ($185.00)<br>Coronet Instructional Materials |
| * | G | F 43 - The Story of a Check ($155.00)<br>BFA Educational Media |
| | L | F 44 - How to Infiltrate the Establishment ($150.00)<br>Plastics Education Foundation |
| | L | F 45 - Bob & Caren & Ted & Janice ($295.00)<br>Datafilms |
| | L | F 46 - Is a Career In Machining For You? ($200.00)<br>Counselor Films Inc. |
| | L | F 47 - Is a Career In Electronics Manufacturing For You? ($200.00)<br>Counselor Films Inc. |
| | L | F 48 - Career Education (color) ($90.00)<br>National Audiovisual Center |
| | L | F 49 - More Than Meets The Eve $150.00 (2)<br>Optical whoesalers Ass. 6935 Wisconsin, Wash. DC 20015 |
| | L | F 50 - Who Cares 16mm Sound Color Motion Picture $200.00<br>American Personnel & Guidance Ass. |
| | L | F 51 - Office Practive: Manner & Customs $175.00<br>Coronet Instuctional Materials, 65 E Sout Water St. Chicago I. 60601 |
| | L. | f 52 - Person to Person: Making Communication Work for You $140.00<br>10 min. color Sandler Institutional Films |
| | L | F 53 - Medical Lab. Technologists 8mm Encyclopaedia Brit. $22.00 |
| | L | F 54 - Dispensing Opticians and Opticial Lab. Mechanics 8mm $22.00<br>Encycl. Brit. |

| VALUE RATI | LOCATION | Filmstrip/Records/Cassettes |
|---|---|---|
|  | N | FS/R 45' - Careers in Drafting Part I & II (Donated by Company)<br>Educational Dimensions |
|  | N | FS/R 46' - Careers in the World of Computers<br>Educational Dimensions |
|  | N | FS/R $46^2$ - Careers in the World of Computers (Donated)<br>Educational Dimensions |
|  | N | FS/R 47' - Careers in the Fine Arts: Painter-Sculptor (Donated)<br>Educational Dimensions |
|  | N | FS/R 48' - Art Careers in Advertising (Donated)<br>Educational Dimensions |
|  | N | FS/R 49' - Careers in Television (Donated)<br>Educational Dimensions |
|  | N | FS/R 50' - Careers in Photography (Donated)<br>Educational Dimensions |
|  | N | FS/R 51' - Careers in Fashion Design (Donated)<br>Educational Dimensions |
|  | N | FS/R 52' - Careers in Illustration<br>Educational Dimensions |
|  | H | FS/R $52^2$ - Careers in Illustration (Donated)<br>Educational Dimensions |
|  | N<br>H | FS/R 69 - Careers in Film-Making (2 copies) (1 Donated)<br>Educational Dimensions |
|  | N | FS/C 70 - Studying for Success |
| * | H<br>L | FS/C 64' - Job Attitudes: Why Work At All? ($20.00) (2 copies)<br>Guidance Associates |
|  | H | FS/C 71 - How to Succeed in High School--By Trying ($39.00)<br>Guidance Associates |
| * | H<br>L | FS/C 72 - Job Attitudes: A Job That Goes Someplace ($39.00) (2 copies)<br>Guidance Associates |
|  | N | FS/R 73 - Writing Careers in Advertising (2 copies) (1 Donated)<br>Educational Dimensions |
|  | N | FS/R 74 - Careers in the Graphic Arts (Donated)<br>Educational Dimensions |
| * | G | FS/C 75 - Getting to Know Me (Kindergarten) ($38.00) (1st grade)<br>Society for Visual Education, Inc. |

VALUE RATING

LOCATION

Filmstrip/Records/Cassettes Con.

* G FS/C 76 - Robert and His Family & Word Games ($40.50)
Society for Visual Education, Inc.

G FS/R 77 - Living With Your Family ($32.50)
Society for Visual Education, Inc.

N FS/C 78 - Distributive Education: Selling As a Career ($70.00)
Eye Gate House, Inc.

H FS/C 79 - Getting to Know Me (Secondary) ($55.00)
Eye Gate House, Inc.

G FS/R 80 - Community Workers & Helpers (Group I) ($32.50)
Society for Visual Education, Inc.

G FS/R 81 - Community Workers & Helpers (Group II) ($32.50)
Society for Visual Education, Inc.

* H FS/C 82 - Leisure Time: Busy or Bored ($55.50)
Eye Gate House, Inc.

G FS/C 83 - World of Work (Part I) (Part I & II = $130.00)
Eye Gate House, Inc.

G FS/C 84 - World of Work (Part II)
Eye Gate House, Inc.

G FS/C 85 - The Rise of Industrial America ($37.00)
Eye Gate House, Inc.

G FS/C 86 - Values ($47.50)
Eye Gate House, Inc.

** G FS/C 87 - Me, Myself & I ($47.00)
Eye Gate House, Inc.

G FS/C 88 - Understanding the City ($47.50)
Eye Gate House, Inc.

G FS/C 89 - Understanding the Community ($47.50)
Eye Gate House, Inc.

G FS/C 90 - Where Does It Come From ($47.50)
Eye Gate House, Inc.

G FS/C 91 - My Mother Has a Job ($72.00)
Eye Gate House, Inc.

G FS/C 92 - Why Do We ___? ($47.50)
Eye Gate House, Inc.

* G FS/R 93 - Dollars and Sense ($5[illegible].00)
Educational Reading Service

| VALUE RATING | LOCATION | Filmstrip/Records/Cassettes Cont. |
|---|---|---|
|  | N | FS/C 94 - A New Horizon: Careers in School Food Service ($20.00)<br>Guidance Associates |
|  | N | FS/C 95 - A New Look At Home Economics Careers ($20.00)<br>Guidance Associates |
| ** | H<br>L | FS/C 96 - Job Attitudes: Trouble At Work ($39.00) (2 copies)<br>Guidance Associates |
| ** | H | FS/C 97 - Job Attitudes: Liking Your Job and Your Life ($39.00)<br>Guidance Associates |
|  | N | FS/C 98 - Careers in Materials Engineering: The Aerospace Age ($20.00)<br>Guidance Associates |
| ** | G | FS/R 99 - Who Am I? ($49.50)<br>Scholastic Kindle Filmstrips |
| ** | G | FS/R 100 - How Do I Learn? ($49.50)<br>Scholastic Kindle Filmstrips |
| * | G | FS/C 101 - Working in U.S. Communities (Group I) ($36.50)<br>Society for Visual Education, Inc. |
| * | G | FS/C 102 - Working in U.S. Communities (Group II) ($36.50)<br>Society for Visual Education, Inc. |
| * | G | FS/C 103 - Little Citizen Series ($49.00)<br>Society for Visual Education, Inc. |
|  | N | FS/C 104 - Your First Week on the Job ($39.00)<br>Guidance Associates |
| * | H | FS/C 105 - Babysitting: The Job - The Kids ($39.00)<br>Guidance Associates |
| ** | H<br>N | FS/C 106 - Job Attitudes: On the Job - Four Trainees ($39.00)<br>Guidance Associates |
|  | N | FS/C 107 - Job Hunting: Where to Begin ($39.00)<br>Guidance Associates |
| * | H | FS/C 108 - Four Who Quit ($39.00)<br>Guidance Associates |
|  | H | FS/C 109 - Jobs and Gender ($39.00)<br>Guidance Associates |
|  | N | FS/R/C 110 - Careers In: Set Design (Parts I & II) ($35.00)<br>Educational Dimensions Corp. |
|  | N | FS/R/C 111 - The Future of the Family ($33.75)<br>Guidance Associates |

| VALUE RATING | LOCATION | Filmstrip/Records/Cassettes Cont. |
|---|---|---|
| * | N | FS/C 112 - Career Exploration: Repair & Maintenance ($59.50)<br>Photoart Visual Service Corporation |
| | N | FS/C 113 - Why Study Foreign Languages? ($12.50)<br>MLA/ACTFL Materials Center |
| * | H | FS/C 114 - Dare to be Different ($44.00)<br>Guidance Associates |
| | H | FS/C 115 - Reflections of Myself: The Adolescent Experience ($41.50)<br>Guidance Associates |
| | N | FS/C 116 - Communication Power (6 sets - each set of 4 filmstrips, co-ordinated with cassettes) ($185.00)<br>Filmstrip House, Inc. |
| ** | H | FS/C 117 - What Are Your Values and Why?/Why Am I Afraid to Tell You Who I Am? ($18.00/$35.00)<br>Dumco Educational Corp. |
| | N | FS/R/C 118 - What Do You Kids Want Anyway? ($34.00)<br>Denoyer-Geppert |
| | N | FS/C 119 - Le Bureau (& script) ($17.75)<br>Audio Lingual Educational Press Inc. |
| | N | FS/C 120 - Jobs for You: It's Happening in Home Economics (guide) ($21.50)<br>Guidance Associates |
| | N | FS/C 121 - And They Lived Happily Ever After? Understanding Teenage Marriage ($41.50)<br>Guidance Associates |
| | N | FS/C 122 - Getting Your Money's Worth, Group I ($57.50)<br>Society for Visual Education Inc. |
| * | N | FS/C 123 - Popularity Problems of Older Teens ($32.50)<br>Society for Visual Education Inc. |
| | N | FS/C 124 - Prejudice (& caralog card kits - 35¢) ($19.50)<br>Educational Reading Services |
| | N | FS/C 125 - Artists at Work ($61.00)<br>Photoart Visual Service, Inc. |
| | H | FS/C 126 - Education for Occupations ($78.00)<br>Eye Gate House, Inc. |
| | H | FS/C 127 - Building Trade Workers ($97.50)<br>Eye Gate House, Inc. |
| | H | FS/C 128 - Finding Your Job ($58.50)<br>Eye Gate House, Inc. |

VALUE RATING

LOCATION

Filmstrip/Records/Cassettes Cont.

H FS/C 129 - World of Work-Vocational Opportunities (Pt. I & II) ($130.00)
Eye Gate House, Inc.

H FS/C 130 - Understanding Emotions (The Adolescent Experience Series) ($41.50)
Guidance Associates

H FS/C 131 - Interpersonal Relationships (The Adolescent Experience Series) ($41.50)
Guidance Associates

H FS/C 132 - Shaping Identity (The Adolescent Experience Series) ($41.50)
Guidance Associates

H FS/C 133 - Setting Goals (The Adolescent Experience Series) ($41.50)
Guidance Associates

H FS/C 134 - Developing Values (The Adolescent Experience Series) ($41.50)
Guidance Associates

H FS/C 135 - People Who Work in Science (Guidance Discovery Series) ($45.50)
Guidance Associates

H FS/C 136 - People Who Help Others (Guidance Discovery Series) ($45.50)
Guidance Associates

H FS/C 137 - People Who Create Art (Guidance Discovery Series) ($45.50)
Guidance Associates

H FS/C 138 - People Who Organize Facts (Guidance Discovery Series) ($45.50)
Guidance Associates

H FS/C 139 - People Who Influence Others (Guidance Discovery Series) ($45.50)
Guidance Associates

H FS/C 140 - People Who Make Things (Guidance Discovery Series) ($45.50)
Guidance Associates

* G FS/C 141 - Worker's Series (8 filmstrips/cessettes) ($83.00)
Coronet Instructional Materials

* G FS/C 142 - How Things Are Made ($52.50)
Eye Gate House, Inc.

* G FS/C 143 - How We Build Things ($58.50)
Eye Gate House, Inc.

* G FS/C 144 - Field Trips Out of the Ordinary ($58.50)
Eye Gate House, Inc.

** G FS/C 145 - The Trouble With Truth (First Things Series) ($21.50)
Guidance Associates

** G FS/C 146 - What Do You Do About Rules? (First Things Series) ($21.50)
Guidance Associates

| VALUE RATING | LOCATION | Filmstrip/Records/Cassettes Cont. |
|---|---|---|
| ** | G | FS/C 147 - You Promised! (First Things Series) ($21.50)<br>Guidance Associates |
| ** | G | FS/C 148 - But It Isn't Yours... (First Things Series) ($21.50)<br>Guidance Associates |
| ** | G | FS/C 149 - That's No Fair! (First Things Series) ($21.50)<br>Guidance Associates |
|  | N | FS/C 150 - How Shall We Live? ($19.00)<br>Carlton Films |
|  | E | FS/C 151 - Forming Beliefs (The Adolescent Experience Series) ($41.50)<br>Guidance Associates |
|  | H | FS/C 152 - Values for Teenagers in the 1970's ($41.50)<br>Guidance Associates |
|  | N<br>L | FS/C 153 - Jobs in Health Service ($75.00) (2 copies)<br>Coronet Instructional Materials |
|  | L | FS/C 154 - Careers in the Fashion Industry ($128.00)<br>Lauterick Fashion Marketing Company |
|  | L | FS/C 155 - Careers in Nursing ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 156 - Careers in Health Services ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 157 - Careers in Business Administration ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 158 - Careers in Sales ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 159 - Careers in Law Enforcement ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 160 - Careers in Construction ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 161 - Careers in Agriculture ($44.00)<br>Pathescope Educational Films, Inc. |
|  | L | FS/C 162 - Careers in Transportation ($44.00)<br>Pathescope Educational Films, Inc. |
|  | N | FS/T 163 - La Oficina ($17.95)<br>Educational Sights & Sounds |
|  | N | FS/T 164 - La Mode Francaise D'Hier et D'Aujourdhul (Pt. I & II) ($22.95)<br>Educational Sights & Sounds |

VALUE RATING

LOCATION

Filmstrip/Records/Cassettes Cont.

L FS/C 165 - Careers in Graphic Arts (\$44.00)
Pathescope Educational Films, Inc.

L FS/C 166 - Careers in Repair Work (\$44.00)
Pathescope Educational Films, Inc.

L FS/R 167 - The Changing Work Ethic (2 parts) (\$37.50)
Guidance Associates

| VALUE RATING | LOCATION | Filmstrips/Tapes/Cassettes |
|---|---|---|
|  | N | FS/T/C1 - "New Careers in Agriculture" (8 filmstrips and tapes) ($49.00ea.)<br>Vocational Education Products |

| VALUE RATING | LOCATION | G.A.T.B. Test Materials |
|---|---|---|
| * | H | G.A.T.B. 1 - Section I: Administration & Scoring for B-1002 (2) ($1.50 ea)<br>Superintendent of Documents |
| * | H | G.A.T.B. 2 - Section II: Norms, OAP Structure (2) ($2.00 each)<br>Superintendent of Documents |
| * | H | G.A.T.B. 3 - Section IV: Norms Specific Occupations (2) ($2.00 each)<br>Superintendent of Documents |
| * | H | G.A.T.B. 4 - Scoring Stencils (2) (50¢ each)<br>National Computer Systems, Inc. |
| * | H | G.A.T.B. 5 - Section III: Development (2) ($3.00 each)<br>Superintendent of Documents |

VALUE RATING
LOCATION

## Guidance Kits

G GK 12 - Children's Press "At The Books" (set of nine books) ($18.54)
Childrens Press

G GK 13 - Children's Press "True Books" (set of 28 books) ($2.25 each)
Childrens Press

N
H GK 14 - Industrial Careers Kit (2 copies) (1 donated) ($42.00)
Careers Inc.

H GK 15 - Jr. Sextant Series

* G GK 16 - SRA Junior Guidance Series Booklets (set of 15) ($14.25)

1) About Brothers and Sisters
2) About Tests ( 2 copies)
3) All About You
4) Exploring the World of Jobs (2 copies)
5) Getting Along With Parents
6) High School Ahead (2 copies)
7) How To Get Along With Others
8) How To Talk Better ( 2 copies)
9) Job in Your Future, The (2 copies)
10) Make Your Study Hours Count (2 copies)
11) What You Should Know About Smoking & Drinking
12) You Are Maturing Now
13) You Can Read Better (2 copies)
14) Your Abilities (2 copies)
15) Your Problems: How To Handle Them

Science Research Associates, Inc.

* H GK 17 - SRA Job Family Series Booklets (set of 20) ($21.00)

#1---Jobs in Science
#2---Jobs in Mechanical Work
#3---Jobs in Outdoor Work
#4---Jobs in Technical Work
#5---Jobs in Selling
#6---Jobs in Clerical Work
#7---Jobs in Engineering
#8---Jobs in Mathematics
#9---Building Construction Trades
#10--Jobs in Health
#11--Jobs in Agriculture
#12--Jobs in Art
#13--Jobs in Publishing
#14--Jobs in the Performing Arts
#15--Jobs in Psychology
#16--Jobs in Unusual Occupations
#17--Jobs in Professional Home Economics
#18--Jobs in Education
#19--Jobs in Social Work
#20--Jobs in Electronic Data Processing

Science Research Associates, Inc.

## Guidance Kits Continued

| VALUE RATIN | LOCATION | |
|---|---|---|
| * | N<br>H | GK 18 - SRA Career Information Kit & Instruction Booklet ($215.00)<br>Science Research Association, Inc. |
| * | G | Gk 19 - SRA Job Experience Kits ($130.00) (2)<br>Science Research Association, Inc. |
| * | H<br>G | GK 20 - SRA Widening Occupational Roles Kit ($158.50 each) (3)<br>Science Research Association, Inc. |
| | G | GK 21 - Beginning Sextant Series "Come to Work With Us" & Teachers Guide (volume of 12) (Donated) |
| | N | GK 22 - Sextant Series For Exploring Your Future (Senior Series)(15) (Donated) |
| | H | GK 23 - Junior Sextant Series "Career Preparation Through Effective High High School Program Planning." |
| | N | GK 24 - WHAT DOES Series (3) (Donated) ($3.23)<br>Dond, Mead & Company |
| ** | N<br>H<br>G | GK 25 - Career Games Laboratory (3) ($74.50)<br>Educational Progress Corporation |
| ** | N<br>H<br>G | GK 26 - Career Development Laboratory & Teacher's Manual (2 copies)(30 cassettes ($222.00)<br>Educational Progress Corporation |
| ** | G | GK 27 - DUSO Kit (Developing Understanding of Self and Others)(3) ($88.00)<br>American Guidance Service, Inc. |
| * | H | GK 28 - YOUR FUTURE IN Series (3) ($1.50 each)<br>Richard Rosen Press, Inc. |
| | H | GK 29 - AIM HIGH VOCATIONAL Series |
| ** | G | GK 30 - Open Door Books (36=1 set) (75¢ each) (2 books donated)<br>Children's Press |
| | G | GK 31 - About Series (Children's Press) (28) ($2.06 each)<br>Childrens Press |
| | G | GK 32 - People of Destiny Books (10) ($3.38 each)<br>Childrens Press |
| | G | GK 33 - Exploring the World of Series (3) ($4.13 each)<br>Childrens Press |
| | G | GK 34 - Related Children's Press Series<br>Vol. 1 - Giants in the Sky $4.13<br>Vol. 2 - Discovery Aerospace $4.13<br>Vol. 3 - Digging for Dinosaurs $3.38<br>Vol. 4 - We Live in the City $2.06 |

VALUE RATIN
LOCATION

Guidance Kits Continued

G GK 34 cont. - Vol. 5-You and Transportation $2.25
Vol. 6-Workers Long Ago $2.06
Vol. 7-Good Times on Boats $2.06
Vol. 8-Good Times with Maps $2.25
Childrens Press

* H GK 35 - New Rochester Occupational Reading Series (Review Set) ($24.60)
Science Research Associates

* H GK 36 - SRA Books
#1---"Emotional Disturbance & School Learning: A Book of Reading)
#2---"Who Goes Where to College?"
#3---"How to Get Into College and Stay There"
#4---"Looking Toward High School"
#5---"Discovering Yourself" (2 copies)
#6---"My Educational Plans"
#7---"How To Be A Better Student" (2 copies)
#8---"About You"
#9---"What To Do After High School"
#10--"Every Kid A Winner: Accountability in Education (2)($3.60)(SRA)
#11--"An Empirical Basis for Change in Education (2 copies)

* H GK 37 - Manpower & Natural Resources Kit (SRA) ($74.25)
Science Research Associates

* H GK 38 - Basic Guidance Kit #1 (set of 10) ($35.00)
Science Research Associates

* H GK 39 - Basic Guidance Kit #2 (set of 10) ($35.00)
Science Research Associates

H GK 40 - SRA Better Living Series
#1---"Helping Children Develop Moral Values"
#2---"Helping Children Understand Sex"
#3---"Self-Understanding--A First Step to Understanding Children"
#4---"The Roots of Self-Confidence"
#5---"Parents and Teachers as Partners"
#6---"Understanding Hostility in Children"
#7---"Helping Children Read Better"
#8---"Fears of Children"
#9---"Why Children Misbehave"
#10--"Helping Boys and Girls Understand Sex Roles"
#11--"Helping the Gifted Child"

H GK 41 - SRA Better Living Booklets ($23.00)
#1---"Mental Abilities of Children"
#2---"A Guide for Family Living"
#3---"Developing Responsibility in Children"
#4---"Helping Children Solve Problems"
#5---"A Guide to Better Discipline"
#6---"When Children Face Crises"
#7---"How Children Talk Better"
Science Research Associates

| VALUE RATIN | LOCATION | Guidance Kits Continued |
|---|---|---|
|  | H | GK 41 cont. -<br>#8---"Helping Children Talk Better"<br>#9---"Helping Brothers and Sisters Get Along"<br>#10--"Exploring Children's Interests"<br>#11--"How To Live With Children"<br>#12--"Emotional Problems of Growing Up"<br>#13--"A Guide to Successful Fatherhood"<br>#14--"Helping Children Get Along in School" |
| ★ | H | GK 42 - Career Series Books |
|  | N | GK 43 - "You Can Work" Series |
|  | N | GK 44 - You and Your Job Series ($5.95)<br>J.G. Ferguson Publishing Company |
|  |  | GK 45 - VOID |
|  | G | GK 46 - "Adventures in Living Program" (4 units) ($165.00)<br>Western Publishing Company, Inc. |
|  | G | GK 47 - "Best Word Program Ever" Richard Scarry ($48.00)<br>Western Publishing Company, Inc. |
|  | N | GK 48 - Guidance Activities for Secondary School Teachers ($6.15)<br>Science Research Associates, Inc. |
|  | N | GK 49 - Simulation Exercise ($9.00)<br>Science Research Associates, Inc. |
|  | H | GK 50 - SRA Guidance Series Booklets (44) ($40.00)<br>Science Research Associates |
| ★ | N | GK 51 - SRA Job Experience Kit Speciment Set ($130.00)<br>Science Research Associates |
|  | N | GK 52 - SRA How to Study Specimen Set ($2.35 |
|  | N | GK 52'-"How To Study" Specimen Kit, Instructor's Manual, Textbook ($2.10)<br>Science Research Associates |
|  | G | GK 53 - Our Working World: Families at Work Kit ($37.95)<br>Science Research Associates |
|  | G | GK 54 - Our Working World: Neighbors at Work Kit ($27.00)<br>Science Research Associates |
|  | G | GK 55 - Our Working World: Cities at Work Kit ($99.00)<br>Science Research Associates |
|  | G | GK 56 - SRA Language Development Program ($97.50)<br>Science Research Associates |

## Guidance Kits Continued

| VALUE RATIN | LOCATION |  |
|---|---|---|
| * | G | GK 57 - Focus on Self Development, Responding ($110.00<br>Science Research Associates |
|  | H | GK 58 - Accent/Personality ($8.76)<br>Follett Educational Corp. |
|  | H | GK 59 - Accent/Jobs and Job Models ($6.57)<br>Follett Educational Corp. |
|  | H | GK 60 - Accent/The World of Work ($8.76)<br>Follett Educational Corp. |
|  | H | GK 61 - Accent/Consumer Education ($6.72)<br>Follett Educational Corp. |
|  | H | GK 62 - The Turner-Livingston Reading Series ($6.09)<br>Follett Educational Corp. |
|  | H | GK 63 - The Turner Career Guidance Series ($6.72)<br>Follett Educational Corp. |
|  | N | GK 64 - The Hall Occupational Orientation Inventory (2) ($39.40)<br>Follett Educational Corp. |
| * | N | GK 65 - Worlds Within Worlds ($10.00) (50 booklets=$1.00)<br>Eastman Kodak Company |
| * | N | GK 66 - Photography Is... ($10.00) (50 booklets=$1.00)<br>Eastman Kodak Company |
|  | N | GK 67 - Ideas Won't Keep ($10.00) (50 booklets=$1.00)<br>Eastman Kodak Company |
|  | N | GK 68 - Game of Raid ($25.00)<br>Games Central c/o Abt. Ass. Inc. |
| * | H | GK 69 - Math Applications Kit (with 30 Student Handbooks 50¢ each) ($58.85)<br>Science Research Associates, Inc. |
|  | N | GK 70 - SUNSHINE: A simulation of current racial problems in a typical American City ($10.00)<br>INTERACT: Learning Through Involvement |
|  | N | GK 71 - SEARCH: An interaction unit introducing library skills ($10.00)<br>INTERACT: Learning Through Involvement |
|  | N | GK 72 - PUZZLE: A simulation of a biographer's tasks ($10.00)<br>INTERACT: Learning Through Involvement |
|  | N | GK 73 - CYCLE: An interaction unit introducing the stages of the human life cycle ($10.00)<br>INTERACT: Learning Through Involvement |
|  | N | GK 74 - COPE: A simulation of adapting to change and anticipating the future ($10.00) |

VALUE RATING
LOCATION

Guidance Kits Continued

H GK 75 - M.A.P. Kit (Motivation Achievement Program) ($32.50)
Achievement Motivation Program

N GK 76 - Instructional Materials Package ($21.75)
Brodhead Garrett

H GK 77 - Values and Decision Making (Student-70-85¢ each) (Teacher-6-$4.00each)
Education Research Council of America

H GK 78 - Values and Goals (Student-40-$1.60 each) (Teacher-6-$4.00 each)
Education Research Council of America

H GK 79 - Dealing With Agressive Behavior (Student-70-85¢ each)(Teacher-6-$2.25e.
Education Research Council of America

H GK 80 - Valuing Exp;oration ($17.50)
Demco Educational Corp.

H Gk 81 - Deciding (Student-35-$2.50 each) (A leader's Guide-6-$2.00 each)
Decision Making Program

H GK 82 - The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself) (1 Manual, 2 Scoring Keys-50¢ each, & 575 Test Booklets-17¢ each, non reusable)

L
N GK 83 - Jobs For the 1970's (2) ($10.00)
Bureau of Labor Statistics

N GK 84 - HERSTORY: A simulation of male and female roles emphasizing the American woman's circumstances, past and present. ($10.00)
INTERACT: Learning Through Involvement

N GK 85 - Strong Vocational Interest Blanks (Text-Handbook -$21.00, Speciman Set-$6.25, Manual-1966-$3.00, Manual-1969-$1.80)
The Psychological Corporation

N GK 86 - Omnibus Personality Inventory by P.A. Heist, T.R. McConnell, & H.D. Webster, G.D. Yonge (Set of 14 NCS Hand-scoring Keys with manual-$8.00, Reusable booklets-25-$4.75)
Transactional Pub.

N GK 87 - Professions et Métiers de France ($15.95)
Educational Sights & Sounds

G GK 1' - "I Want To Be" Books (set of 42-$2.06 each) Donated
Children's Press

| VALUE RATING | LOCATION | General References |
|---|---|---|
| | N | GR 5'- Educator's Guide to Free Guidance Materials (and updating) ($8.75)<br>Educators Progress Service, Inc. |
| | N | GR 6 - Planning Your Career Vol. I ($102.50)<br>Encyclopedia Brittanica |
| | N | GR 7 - Careers & Occupations Vo. II |
| | G | GR 8 - Preventing Failure in the Primary Grades ($4.25)<br>Science Research Associates |
| | G | GR 9 - Occupational Information in the Elementary School ($5.85)<br>Science Research Associates |
| | G | GR 10 - Occupational Information ($40.00)<br>Science Research Associates |
| | N<br>H | GR 11 - Career Information: A Directory of Free Materials (2 copies)<br>(1 Donated) |
| | H | GR 12 - Systems for Success (Donated) (Book 1 and 2) |
| | N | GR 13 - Head of Household (instructor's book) (Donated) |
| | N | GR 14 - Knowing How to Budget and Buy |
| | H | GR 15 - Follett Vocational Reading Series (4 Vol. in set) (Donated) |
| | H | GR 16 - Follett Basic Learning Program (3 in series) (Donated) |
| | L | GR 17 - Turner-Livingstone Communication Series (3 in series) (Donated) |
| | N | GR 18 - Audio-Visual Guidance Materials 1970 ($8.75) |
| | L | GR 19 - Career Information Service ($3.00)<br>Newton Public Schools |
| | N | GR 20 - Adult Education Review Workbook in English, Mathematics |
| * | G | GR 21 - Vocational Development In the Elementary School ($4.00)<br>American Personnel & Guidance Association |

| VALUE RATING | LOCATION | General References Cont. |
|---|---|---|
| | L | GR 22 - Occupational Orientation |
| | N | GR 23 - Work-Study Programs for Alienated Youth ($5.80)<br>Science Research Associates |
| | G | GR 24 - Everywhere We Go (Donated) |
| | G | GR 25 - The People Around Us (Donated) |
| | G | GR 26 - Seeing Ourselves (Donated) |
| | G | GR 27 - Planning My Future (& teacher's guide) (Donated)<br>Science Research Associates |
| | N | GR 28 - Can You Talk With Someone Else (& teacher's manual) |
| | N | GR 29 - Easing the Scene (& teacher's manual) |
| | N | GR 30 - To Like and Be Liked (& teacher's manual) |
| | N | GR 31 - In Front of the Table and Behind It (& teacher's manual) |
| | G | GR 32 - World of Work Handbook ($4.95)<br>The Leslie Press |
| | G | GR 33 - Jobs in Your Future (5 copies) ($1.50 each)<br>Scholastic Book Services |
| * | G | GR 34 - Workshop on the Role of the Principal |
| | G | GR 35 - The Open School (Final Report of Governor's Commission on Education) (Donated) |
| | G | GR 36 - Preliminary Report of the Governor's Commission on Education (Donated) |
| | G | GR 37 - Problem Solving to Improve Classroom Learning ($1.60)<br>Science Research Associates |
| | G | GR 38 - Diagnosing Classroom Learning Environments ($2.36)<br>Science Research Associates |

| VALUE RATING | LOCATION | General References Cont. |
|---|---|---|
| | H | GR 39 - Role-Playing Methods in the Classroom ($1.60)<br>Science Research Associates |
| | H | GR 40 - Behavioral Objective: Teacher Success Through Student Performance ($3.40)<br>Science Research Associates |
| | H | GR 41 - The Measurement of Classroom Learning ($3.40)<br>Science Research Associates |
| | H | GR 42 - Teaching the Culturally Disadvantaged ($3.40)<br>Science Research Associates |
| | N | GR 43 - Games for Growth: Educational Games in the Classroom ($3.40)<br>Science Research Associates |
| | H | GR 44 - The Faculty Team: School Organization for Results ($3.96)<br>Science Research Associates |
| | H | GR 45 - The Structure of Teaching ($6.00)<br>Science Research Associates |
| | G | GR 46 - Continuous--Progress Education ($5.40)<br>Science Research Associates |
| | L | GR 47 - Vocational Guidance and Career Development (2 copies) ($6.19 ea.)<br>Dr. Donald Jorgerson |
| | N | GR 48 - Developing...Human Resources |
| | N | GR 49 - The Career Information Center/A Working Model (30¢)<br>Superintendent of Documents |
| | N | GR 50 - The Seventh Mental Measurements Yearbook Vol. I (Vol. I & II = $55.00)<br>Gryphon Press |
| | N | GR 51 - The Seventh Mental Measurements Yearbook Vol. II<br>Gryphon Press |
| | N | GR 52 - Manpower Report of the President (& updating) ($2.00)<br>Manpower Administration |
| | N | GR 53 - Vocational Education and Occupations ($2.25)<br>Manpower Administration |
| | L | GR 54 - Career Education: What It Is and How To Do It ($4.00 ea.) (2 copies)<br>Olympus Research Corporation |
| * | H<br>N<br>G | GR 55 - Occupational Outlook Handbook 1972-73 (11 copies) ($6.25 each)<br>Superintendent of Documents |
| | N | GR 56 - Materials for Occupational Education ($9.95)<br>R. R. Bowker Company |

| VALUE RATING | LOCATION | General References Cont. |
|---|---|---|
|  | H<br>N | GR 57 - Lovejoy's Career and Vocational School Guide (6 copies) ($3.95 each)<br>Simon & Schuster, Inc. |
|  | N | GR 58 - How and Where to Get Scholarships & Loans ($3.50)<br>Simon & Schuster, Inc. |
|  | N | GR 59 - Selective Guide to Overseas Employment ($2.95)<br>Simon & Schuster, Inc. |
|  | N | GR 60 - The Teenage Employment Guide ($2.95)<br>Simon & Schuster, Inc. |
|  | N | GR 61 - Vocational Psychology by Crites ($13.50)<br>McGraw-Hill Book Co. |
| * | N | GR 62 - Handbook of Job Facts (SRA) |
|  | N | GR 63 - Your Career Selection Guide ($1.95)<br>Simon & Schuster, Inc. |
|  | N | GR 64 - Occupational Literature: An Annotated Bibliography ($15.00)<br>Photoart Visual Service, Inc. |
|  | G | GR 65 - Teaching and Guiding the Slow Learner ($18.95)<br>Parker Publishing Company, Inc. |
|  | N | GR 66 - The Employment Aspect of Home Economics Education: A Selective Bibliography with Annotations ($1.00)<br>Division of Home Economics Education |
|  | N<br>H | GR 67 - Counselor's Guide to Manpower Information (2 copies) ($1.00 each)<br>U. S. Government Printing Office |
| * | H | GR 68 - Encyclopedia of Careers and Vocational Guidance Vol. I & II ($26.95)<br>J. G. Ferguson Publishing Company |
|  | L | GR 69 - Career Education In-Service Training Guide ($1.00)<br>Career Programs |
|  | N | GR 70 - Career Education Resource Guide (2 copies) ($4.25 each)<br>Career Programs |
|  | H | GR 71 - Where Do I Go From Here? ($1.50)<br>Science Research Associates |
|  | N<br>H | GR 72 - Lovejoy's College Guide (6 copies) ($4.95)<br>Simon & Schuster, Inc. |
|  | L | GR 73 - Index to Publications of the Manpower Administration (January 1969 - June 1972) |

VALUE RATING

LOCATION

General References Cont.

N GR 74 - Career Mobility for Paraprofessionals in Humas Service Agencies

L GR 75 - Man, Education and Manpower - 1970 ($4.00)
American Association of School Administrators

L GR 76 - AASA ERIC Abstracts on: Developing Vocational Education Programs in Public Schools - 1971 ($1.00)
American Association of School Administrators (Washington)

N GR 77 - Occupational Manpower and Training Needs (2 copies) ($.75)
Bureau of Labor Statistics/U. S. Dept. of Labor

H GR 78 - An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education
Dr. Theodore M. Vestal, Director

L GR 79 - Teachers Tell It--Like It Is, Like It Should Be ($3.00)
American College Testing Program

L GR 80 - When You Listen, This Is What You Can Hear... ($3.00)
American College Testing Program

N GR 81 - Profiles - Careers in the U. S. Department of Agriculture

H GR 82 - Games for Growth - Educational Games in the Classroom ($3.60)
Science Research Associates, Inc.

H GR 83 - The Measurement of Classroom Learning & Testing Program ($3.60)
Science Research Associates, Inc.

H GR 84 - Behavioral Objectives - Teacher Success Through Student Performance ($3.60) Science Research Associates, Inc.

H GR 85 - Individualizing Instruction - Materials and Classroom Procedures ($3.96)
Science Research Associates, Inc.

H GR 86 - How to Design Education Games

G GR 87 - Now I'm Ready (teacher's edition) ($4.90)
Pflaum/Standard

G GR 88 - What About Me (teacher's edition) ($4.90)
Pflaum/Standard

G GR 89 - I Can Do It (teacher's edition) ($4.90)
Pflaum/Standard

N GR 90 - Everyday Reading and Writing ($3.75)
New Readers Press

## General References Cont.

| VALUE RATING | LOCATION | |
|---|---|---|
| | G | GR 91 - Career Education: New Approaches to Human Development ($8.95)<br>McKnight Publishing Company |
| * | H<br>N | GR 92 - I'm OK--You're OK: A Practical Guide to Transactional Analysis<br>(2 copies Horace Mann - 6 copies North) ($5.95 each)<br>Walden Book Store |
| * | G | GR 93 - Yellow Pages of Learning Resources (6 copies) ($1.95 each)<br>The MIT Press |
| | N | GR 94 - Vocational Education Teacher Transparency Workbooks (4) ($27.80)<br>Learning Arts |
| * | G<br>N | GR 95 - TA (Transactional Analysis) for Kids (...and grown-ups too...)<br>(2 copies) ($4.42 each)<br>Alvyn M. Freed, PH. D. |
| | N | GR 96 - School Subjects and Jobs (95¢)<br>Science Research Associates, Inc. |
| * | G | GR 97 - Industrial Arts for the Elementary Classroom - Learning Through Handwork ($5.36)<br>Charles A Bennett Co. |
| * | G | GR 98 - Card & Cardboard ($3.75)<br>Franklin Watts, Inc. |
| * | G | GR 99 - String and Rafia and Material ($3.75)<br>Franklin Watts, Inc. |
| | N | GR 100 - Geometry - Career Related Units (Donated)<br>Minneapolis, Minnesota |
| | N | GR 101 - Career Related Math Units - Teacher's Edition (Donated)<br>Minneapolis, Minnesota |
| | N | GR 102 - Language Arts - Career Related Units (2 copies) (Donated)<br>Minneapolis, Minnesota |
| | G | GR 103 - Learning to Earn a Living |
| | G | GR 104 - Handbook of Job Facts ($5.60)<br>Science Research Associates |
| | O | GR 105 - Career Education Discipline Resource Handbook K-12 (Vol. I & II)<br>(2 copies) |
| | O | GR 106 - Career Development Concept--An Understanding, Plan, and Work Packet for Educators K-12 (2 copies) |

| VALUE RATINC | LOCATION | General References Cont. |
|---|---|---|
|  | O | GR 107 - Looking Forward to a Career--Teacher's Guide (13 copies) ($1.00 each)<br>Dillion Press |
| * | G | GR 108 - Working With Paper ($5.95)<br>Franklin Watts, Inc. |
|  | O | GR 109 - Career Education - A Guide for School Administrators ($4.00)<br>American Association of School Administrators |
| * | N | GR 110 - Introduce Yourself to Transactional Analysis (PAC) a TA Primer (2 copies) ($1.00 each)<br>Transactional Pub |
|  | N | GR 111 - Ferguson Guide to Two-year College Programs for Technicians and Specialists |
|  | N | GR 112 - Research Report No. 1 (Overview Study of the Dynamics of Worker Job Mobility) ($1.75)<br>Superintendent of Documents |
| * | N | GR 113 - U. S. Industrial Outlook 1974: With Projections to 1980 ($3.40)<br>Public Documents Distribution Center |
| * | N | GR 114 - The Games Children Play (paperback) (6 copies) ($95¢ each)<br>Walden Book Store |
| * | N | GR 115 - Games People Play (paperback) (7 copies) ($1.50 each)<br>Walden Book Store |
|  | N | GR 116 - Games People Ought to Play - Reality Games (paperback) (6 copies) ($1.25 each)<br>Walden Book Store |
|  | N<br>H<br>O | GR 117 - What Do You Say After You Say Hello? (paperback) (1 copy office - (1 copy North - 4 copies Horace Mann) ($1.95 each)<br>Walden Book Store |
| ** | N<br>H | GR 118 - Born to Win (paperback) (2 copies North - 1 copy Horace Mann) ($4.95 each)<br>Walden Book Store |
|  | N | GR 119 - Games Alcoholics Play (paperback) ($1.25)<br>Walden Book Store |
|  | O | GR 120 - Career Guidance - A Handbook of Methods ($12.50)<br>Charles E. Merrill Publishing Company |
| * | G | GR 121 - "Books" annotated by American Council for Elementary School Industrial Arts ($2.00)<br>American Industrial Arts Association |
| G | H | GR 122 - TA Primer - Transactional Analysis in Everday Life (8paperbacks ($1.25 Ea) Walden Book Store |

| VALUE RATING | LOCATION | Kits |
|---|---|---|
| * | G | K 1-3 "U" Film Kit (3) ($13.00 each)<br>Educational Progress Corporation |

| VALUE RATING | LOCATION | Microfiche |
|---|---|---|
| * | N<br>H | MIC 3 - WISC Deck of Career Information (2 copies) (and up-dating) |
| * | L | MIC 4 - ERIC Reports - Career Education Materials (18 cards) (65¢ each)<br>Eric Document Reproduction Service |
| * | N<br>H | MIC 1' - Chronicle Occupational Microfilm (1) ($60.00each)<br>Chronicle Guidance Publications |
| ** | N<br>H | Job Bank<br>Wisconsin State Employment Service |

| VALUE RATING | LOCATION | O.V.I.S. Test Materials |
|---|---|---|
|  | L | O.V.I.S. - 1 Reusable Booklets (15 pkg. = 525) ($9.00 each)<br>Harcourt Brace Jovanovich, Inc. Test Dept. |
|  | L | O.V.I.S. - 2 Manual (7) ($2.60 each)<br>Harcourt Brace Jovanovich, Inc. Test Dept. |

| VALUE RATING | LOCATION | Pamphlets |
|---|---|---|
| N | P 1 | Advertising & Display Supervisor (30 copies) (6¢ each)<br>Educational & Consumer Relations |
| N | P 2 | Merchandise Management Trainee (30 copies) (6¢ each)<br>Educational & Consumer Relations |
| N | P 3 | Museum Training Courses in the U.S. & Canada (paperbound) ($1.50 each) (3 copies)<br>American Association of Museums |

## Subscriptions

| VALUE RATING | LOCATION | |
|---|---|---|
| * | L | S 1 - Guidance Service Package ($16.50)<br>Science Research Associates, Inc. |
| * | L | S 2 - The Personnel and Guidance Journal ($15.00)<br>American Personnel and Guidance Association |
| * | L | S 3 - The School Counselor ($10.00)<br>American Personnel and Guidance Association |
| | N | S 4 - Occupational Opportunities Information for Wisconsin<br>Wisconsin Department of Industry, Labor & Human Relations |
| | L | S 5 - Research in Education ($21.00)<br>Superintendent of Documents |
| * | N | S 6 - Manpower ($5.50/year)<br>Superintendent of Documents |
| | L | S 7 - Journal of Employment Counseling ($4.00)<br>American Personnel and Guidance Association |
| | N | S 8 - Employment & Earnings ($10.00/year)<br>Superintendent of Documents |
| & | L | S 9 - Elementary School Guidance and Counseling ($8.00)<br>American Personnel and Guidance Association |
| * | N | S 10 - Occupational Outlook Quarterly ($1.50/year)<br>Superintendent of Documents |
| | N | S 11 - Monthly Labor Review ($9.00/year)<br>Superintendent of Documents |
| | L | S 12 - Vocational Guidance Quarterly ($8.00)<br>American Personnel and Guidance Association |
| | L | S 13 - American Vocational Journal ($4.00/year)<br>A.V.A., Inc. |
| | L | S 14 - Impact/Communique ($3.00)<br>The School of Education Building |
| * | H | S 15 - Career World (15) ($2.95 each)<br>Curriculum Innovators Inc. |
| | L | S 16 - Wisconsin Economic Indicators<br>Wisconsin Department of Industry, Labor and Human Relations |

## Study Prints

Community Helpers Series ($48.00) and Urban Life Series ($48.00)
and five records ($20.00) (SP1-SP12)
Society for Visual Education

| VALUE RATIN | LOCATION | |
|---|---|---|
| | G | SP 1 - Hospital Helpers |
| | G | SP 2 - Postal Helpers |
| | G | SP 3 - Dairy Helpers |
| | G | SP 4 - A Family At Work and Play |
| | G | SP 5 - School Friends and Helpers |
| | G | SP 6 - Neighborhood Friends and Helpers |
| | G | SP 7 - Keeping the City Clean & Beautiful |
| | G | SP 8 - How People Travel in the City |
| | G | SP 9 - Moving Goods and People in the City |
| | G | SP 10 - Fire Department Helpers |
| | G | SP 11 - Supermarket Helpers |
| | G | SP 12 - Police Department Helpers |
| | G | SP 13 - People in the Neighborhood ($6.95 each)<br>The Child's World |
| | G | SP 14 - Animals That Help Us ($6.95 each)<br>The Child's World |
| | G | SP 15 - Pets ($6.95 each)<br>The Child's World |
| | G | SP 16 - People Who Caome to My House ($6.95 each)<br>The Child's World |
| | G | SP 17 - Moods and Emotions ($7.95 each)<br>The Child's World |
| | N | SP 18 - Geometry in Occupations ($3.50 each)<br>J. Weston Walch Pub. |
| | N | SP 19 - Mathematical Machines ($3.50 each)<br>J. Weston Walch Pub. |
| | N | SP 20 - Math in Nature ($3.50 each)<br>J. Weston Walch Pub. |
| | N | SP 21 - Algebra in Occupations ($3.50 each)<br>J. Weston Walch Pub. |
| | N | SP 22 - Math in Science and Technology ($3.50 each)<br>J. Weston Walch Pub. |

| VALUE RATING | LOCATION | Study Prints Continued |
|---|---|---|
|  | N | SP 23 - Computers in Occupations ($3.50 each)<br>J. Weston Walch Pub. |
|  | N | SP 24 - Origins of Geometry ($3.50 each)<br>J. Weston Walch Pub. |

| VALUE RATING | LOCATION | Sound-On-Slide |
|---|---|---|
| | N | S/S 1 - Power Sewing<br>Lakeshore Technical Institute |
| | N | S/S 2 - Leverenz Shoe Company<br>Lakeshore Technical Institute |
| | N | S/S 3 - Citizens Bank<br>Lakeshore Technical Institute |
| | N | S/S 4 - Plastics Engineering<br>Lakeshore Technical Institute |
| | N | S/S 5 - Architectural Occupations<br>North High School |
| | N | S/S 6 - Architectural Concepts in Depth<br>North High School |
| | N | S/S 7 - Mirro Aluminum<br>Lakeshore Technical Institute |
| | N | S/S 8 - EZCO Manufacturing Co. & Ebenreiter Lumber Co. of Sheboygan<br>Lakeshore Technical Institute |
| | N | S/S 9 - R.A. Manning Company<br>Lakeshore Technical Institute |
| | N | S/S 10 - Man's Search for the Meaning of Life (Parts I & II) ($97.50)<br>The Center for the Humanities, Inc. |
| | N | S/S 11 - Man Alone and Loneliness: The Dilema of Modern Society (Parts I & II) ($97.50)<br>The Center for the Humanities, Inc. |
| | N | S/S 12 - Human Values in an Age of Technology (Parts I & II) ($97.50)<br>The Center for the Humanities, Inc. |

| VALUE RATING | LOCATION | Tapes - Cassettes |
|---|---|---|
|  | L<br>N | TC 2'- Instructional Dynamics Metal Health Info Cassette Series (10 tapes, 2 copies) ($60.00 each)<br>Instructional Dynamics Inc. |
| * | N | TC 5' - Exploring the World of Work (2 copies) ($47.50)<br>Valiant IMC |
| * | H<br>N | TC 6 - Planning Beyond High School ($47.50)<br>Valiant IMC |
| * | G | TC 7 - Women of Destiny Tapes ($35.80)<br>Education Reading Service |
|  | L | TC 8 - WPGA 1971 Series (5 tapes) ($2.00 each)<br>WPGA |
|  | N | TC 9 - Counseling Today and Tomorrow |
|  | N | TC 10 - Spotlight on Walter Gropius (Men of Architecture) ($14.95)<br>The Center for Cassettes Studies |
|  | N | TC 11 - The World of Frank Lloyd Wright (Men of Architecture) ($14.95)<br>The Center for Cassettes Studies |
|  | N | TC 12 - The Modern Stylist (Men of Architecture) ($12.95)<br>The Center for Cassettes Studies |
|  | N | TC 13 - Symmetry on Wheels (Industrial Design) ($10.95)<br>The Center for Cassettes Studies |
|  | N | TC 14 - Art Forms in Industry (Industrial Design) ($10.95)<br>The Center for Cassettes Studies |
|  | N | TC 15 - Put Your Best Foot Forward (Part I & II with script) ($15.00)<br>Creative Services |
|  | N | TC 16 - The Wonderful World of Money (4 cassettes) ($14.00)<br>Creative Services |
|  | N | TC 17 - Changing Lifestyles for Women: Their Significance to Families ($8.50)<br>American Home Economics Association |
|  | N | TC 18 - What We Know About Today's Teenagers: Puzzles or Problems? ($8.50)<br>American Home Economics Association |
|  | N | TC 19 - Adventures in Success (6 cassettes with script) ($72.50)<br>Listening Library |
|  | N | TC 20 - Preparing for an Office Job (6 cassettes) ($47.40)<br>Listening Library |
|  | N | TC 21 - The Smile of Success (12 cassettes & 54 Student Books) ($193.00)<br>Bear Films, Inc. |

| VALUE RATING | LOCATION | Tapes - Cassettes Continued |
|---|---|---|
|  | N | TC 22 - Power Personality ($9.98)<br>Automated Learning, Inc. |
|  | N | TC 23 - Something for the Boy that is French (teacher's guide,10 student booklets) ($12.00)<br>Language Strips |
|  | H | TC 24-95 - Reusable Cassettes (72) |
|  | H | TC 96 - International Teaching Tapes (A Man's Work) (5 copies) ($397.50<br>Gordon Flesch Co., Inc. |
|  | H | TC 97 - Lead the Field: Setting Worthy Goals (A Worthy Destination) (1 cassette & guide) ($16.95)<br>Earl Nightingale Comm. |
|  | H | TC 98 - Lead the Field: The Magic of Attitude (1 cassette & guide) ($16.95)<br>Earl Nightingale Comm. |
|  | H | TC 99 - Invitation to Achievement: Your Career in Management ($15.00)<br>Amacom / A Division of the American Management Ass. |
|  | L | TC 100 - On Women (6 cassettes) ($64.95)<br>Affective House |
|  | L | TC 101 - How to Use Transactional Analysis Concepts $64.95<br>(6 cassettes-12 presentations) Affective House |

| VALUE RATING | LOCATION | Transparencies |
|---|---|---|
| | G | TR 3 - "People Who Help Our Community" (10 in set) ($24.95 each)<br>Educational Reading Service |

| VALUE RATING | LOCATION | Video Tape |
|---|---|---|
|  | N | VT 1 - Telephone Company Occup. (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 2 - Guidance Counselor & You (Part I) (Dubbling $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 3 - Guidance Counselor & You (Part II) (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 4 - Whats in it for You? (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 5 - Public Service Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 6 - Paper Industry (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 7 - Machine Trades (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 8 - Office Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 9 - Health Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television) |
|  | N | VT 10 - Construction Trades |
|  | N | VT 11 - Food Service Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 12 - Marine Construction (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 13 - Transportation Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 14 - Radio - Television (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 15 - Conservation Recreation (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 16 - Leather Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 17 - Agri-business Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 18 - Petroleum Industry (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |

| VALUE RATING | LOCATION | Video Tape Continued |
|---|---|---|
| * | N | VT 19 - Heavy Equipment Operator (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 20 - Food Distribution (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 21 - Handle With Care (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 22 - Data Processing (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 23 - Hotel Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 24 - Forestry (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 25 - Graphic Arts (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 26 - Cast Metal Occupations (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
|  | N | VT 27 - Data People Things |
| * | N | VT 28 - Building Trades (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 29 - Building Trades (Dubbing $10.00)<br>North Eastern Wisconsin In-School Television |
| * | N | VT 30 - Medical Technology |
| * | N | VT 31 - Medical Technology |
|  | N | VT 32 - Nursing Services |
| * | N | VT 33 - Higher Education: Who Needs It?<br>Video taped from television: CBS Reports, May, 1972. |
|  | N | VT 34 - 58 -- Reusable Video Tapes (25) ($23.00 each)<br>Oostdyk & Wilke Distributors |
|  | H | VT 59 - 72 -- Resuable Video Tapes (14) ($23.00 each)<br>Oostdyk & Wilke Distributors |
|  | H | VT 73 - 74 -- Reusable Video Tapes (2) ($23.00 each)<br>Oostdyk & Wilke T.V. Service |

## HANDS-ON PROGRAM
## CONSUMABLE MATERIAL

| VALUE RATING | LOCATION | **Leather** |
|---|---|---|
| G | HOP | Neat-Lace Leather Finish (1985) (1 qt.) ($2.25 each) |
| G | HOP | Med. Brown Omega Dye (2028) (1 qt.) ($2.75 each)<br>Tandy Leather Company |
| G | HOP | Red Omega Dye (2027) (1 - 4 oz.) ($ .69 each)<br>Tandy Leather Company |
| G | HOP | 100 Gilt Baby Dot Fasteners (1266) (1 set) ($5.45 each)<br>Tandy Leather Company |
| G | HOP | Green Omega Dye (2027) (1 - 4 oz.) ($ .69 each)<br>Tandy Leather Company |
| G | HOP | 12 Gilt Durable Dot Fasteners (1267) (4 sets) ($ 89 each)<br>Tandy Leather Company |
| G | HOP | Yellow Omega Dye (2028) ( 1 qt.) ($2.75 each)<br>Tandy Leather Company |
| G | HOP | 100 Med. Gilt Rapid Rivets (1273) (3sets) (4 pkg.) ($ .98 each)<br>Tandy Leather Company |
| G | HOP | Wool Daubers (1829) ( 2 doz. ) ($ .39/ dozen)<br>Tandy Leather Company |
| G | HOP | Leather Rounders (4126) ( 1 set of 50 ) ($6.55 each)<br>Tandy Leather Company |
| G | HOP | Wool Pieces (4717) ( 2 - 8 oz. pkg.) ($ .69 each)<br>Tandy Leather Company |
| G | HOP | Practice Pieces Pak (4125) (6 pkg.) |
| G | HOP | Carborundum Pocket Sharpening Stone (2210) (2) |
| G | HOP | Jewelers Rouge (2223) (3) |
| G | HOP | Stript Ease Extra Blades (1581) (1 doz.) |
| G | HOP | Indian Tan Lace (1/8") (5010) (1 spool ) |
| G | HOP | Lexol (2013) ( 2 pints ) |

| VALUE RATING. | LOCATION | |
|---|---|---|
| G | HOP | Circle Edge Slicker (2 1/8 diameter) (8122) (2) |
| G | HOP | Tracing Paper Pad (1911) (2) |

**Wood**

| | | |
|---|---|---|
| | HOP | AD Plywood (1/2" 16" x 36) 30 sq. ft. (5) |
| G | HOP | Eye Screws (5/8") 6 ($ .29 each)<br>Ebenreiter Lumber Company |
| G | HOP | Finishing Nails (1 lb. 3d.) 2 ($ .46 each)<br>Ebenreiter Lumber Company |
| G | HOP | Finishing Nails (1 lb. 4d.) 2 ($ .46 each)<br>Ebenreiter Lumber Company |
| G | HOP | Wire Brad (1 lb. 1 inch) 1 ($ .75 each)<br>Ebenreiter Lumber Company |
| G | HOP | Maple Stain ( 1 qt.) ($2.70 each)<br>Ebenreiter Lumber Company |
| G | HOP | Walnut Stain ( 1 qt.) ($2.70 each)<br>Ebenreiter Lumber Company |
| G | HOP | Paint Brush (3") ($1.99)<br>Ebenreiter Lumber Company |
| G | HOP | Paint Brush (4") ($1.99)<br>Ebenreiter Lumber Company |
| G | HOP | Paint Brush (2") ($ .69 each) (2)<br>Ebenreiter Lumber Company |
| G | HOP | Paint Brush (1") ($ .39 each) (3)<br>Ebenreiter Lumber Company |
| G | HOP | Artist Brush (No. 6) ($ .15 each) (12)<br>Ebenreiter Lumber Company |
| G | HOP | Artist Brush (No. 5) ($ .15 each) (12)<br>Ebenreiter Lumber Company |

**Leather**

| | | |
|---|---|---|
| G | HOP | Side 4-5 oz. (2) ($37.60 each)<br>Tandy Leather Company |
| G | HOP | Black Omega Dye (2028) 1 qt. ($2.75)<br>Tandy Leather Company |
| G | HOP | Black Plastic Lace (2079) 2 spools ($1.00 each)<br>Tandy Leather Company |

| VALUE RATING | LOCATION | |
|---|---|---|
| G | HOP | Black Calf Lacing 1/8" spool (5005) ($4.95)<br>Tandy Leather Company |
| G | HOP | Black Waxed Thread 25 yd. rolls (1207) 2 rolls ($ .59 Each)<br>Tandy Leather Company |
| G | HOP | Black Calf Lacing (3/32") (5004) 1 spool ($4.75)<br>Tandy Leather Company |
| G | HOP | Med. Brown Calf Lacing (3/32') (5004) 1 spool ($4.75)<br>Tandy Leather Company |

# THE
# BLUEPRINT
# FOR
# IMPLEMENTING
# CAREER EDUCATION

Developed By:

The Career Education Center
3811 Memorial Drive
Sheboygan, Wisconsin 53081
Phone: 1-414-458-8378

Project Director, Charles Bingner
Elementary Consultant, Darryl Sheggrud
Secondary Consultant, Terry Seifert

August, 1973

# INTRODUCTION

This blueprint is a plan that all educators may follow in creating a system of articulation which can reach the following goals of Career Education.

I. To create attitudes in educators which will permit successful learning experiences for all students.

II. To establish cooperating partnerships between education and the other segments of society.

III. To provide all students with adequate information and decision making skills with which they will be able to enter careers by choice rather than chance.

IV. To expand educational opportunities to include all learning domains: doing (psychomotor), feeling (affective), and thinking (cognitive).

V. To develop learning opportunities appropriate to the career development stage of each student.

VI. To integrate academic and vocational education pre-school through adult.

VII. To include students learning experiences outside of the curriculum when planning and implementing the educational process.

VIII. To infuse community resources into educational programs which will produce education that is relevant and accountable.

## WHAT IS CAREER EDUCATION?

It is an idea that requires educational reform.

Persons or educational systems that desire to meet the needs of all students need to understand the complexity and the comprehensiveness of this call for educational change.

The best short "definition of Career Education" is life skill learning.

There are four basic elements that provide the foundation for building Career Education: 1. Career Development; 2. Academic-Vocational Education; 3. Other Learning Experiences; 4. Societal Inputs Into Education.

These elements reach the learners through two programs: 1. Guidance; 2. Instruction.

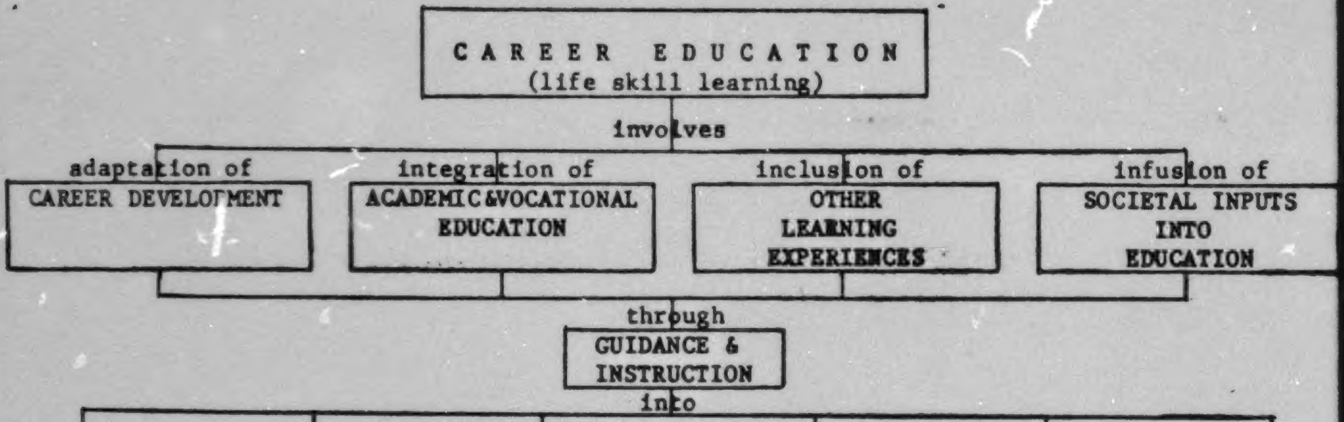
Persons responsible for implementing Career Education activities need to use the six components as the organizational structure: 1. Self; 2. Work World; 3. Career Planning & Preparation; 4. Curriculum; 5. Placement; 6. Community.

The learner level activities can be related to the four developmental phases that the learner needs to progress through: 1. Attitudes; 2. Orientation; 3. Exploration; 4. Preparation.

Finally there are the many facets of Career Education (Speakers, Field Trips, Guide Implementation, etc.) which complete the process that provides the learner with the activities and experiences necessary for him to become an employable well adjusted person.

The many facets of Career Education are best implemented through sound instructional and guidance methods that humanize and personalize learning opportunities for all. Among these are contract learning, individualized instruction and the open classroom technique.

On the following chart, the facets are identified according to their relationship in value to each component: A = Major; B = Minor; L = Limited.


CAREER EDUCATION
(life skill learning)
involves
adaptation of
CAREER DEVELOPMENT
integration of
ACADEMIC & VOCATIONAL EDUCATION
inclusion of
OTHER LEARNING EXPERIENCES
infusion of
SOCIETAL INPUTS INTO EDUCATION
through
GUIDANCE & INSTRUCTION
into

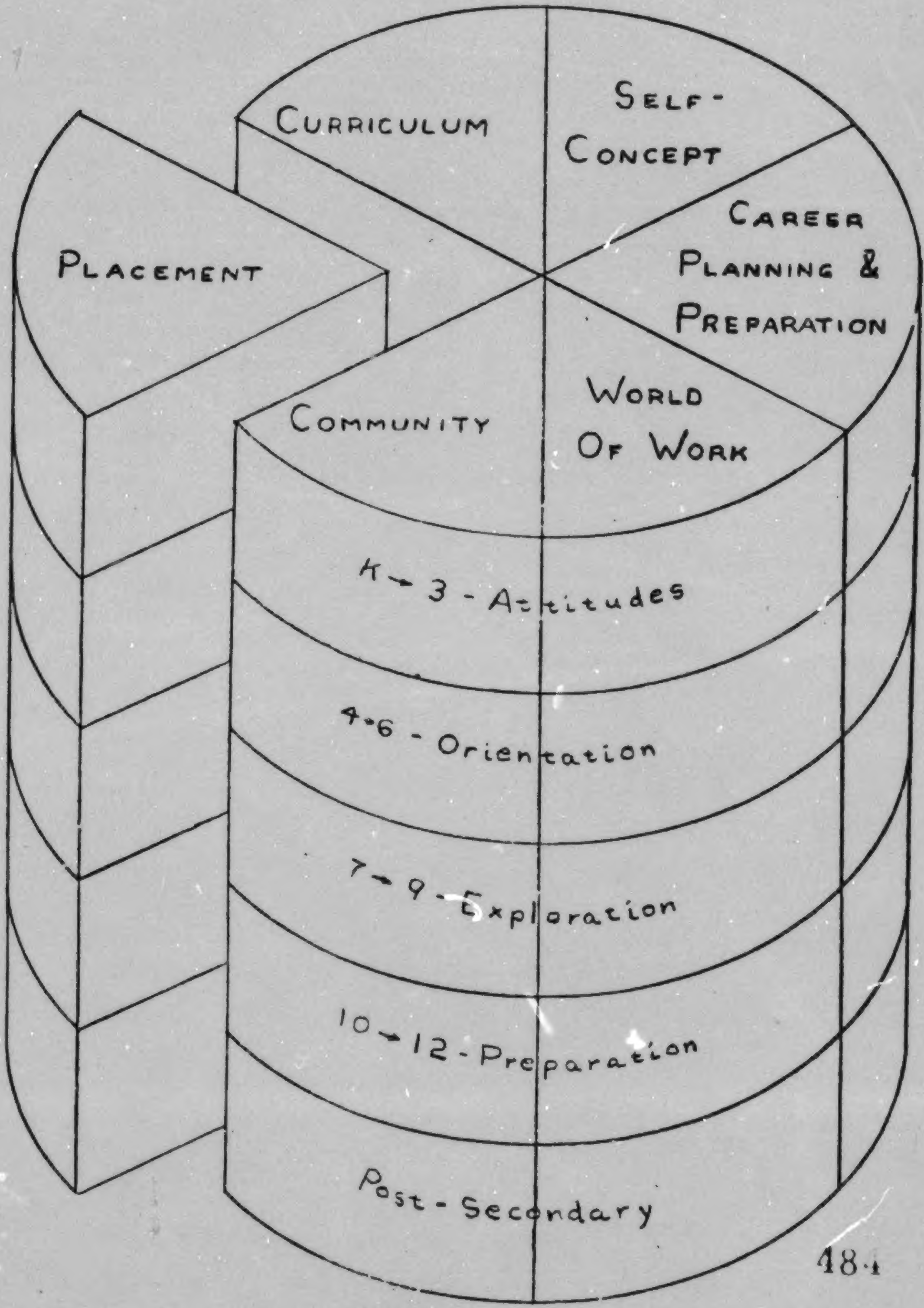
| | SELF | WORK WORLD | CAREER PLANNING & PREP. | CURRICULUM | PLACEMENT | COMMUNITY |
|---|---|---|---|---|---|---|
| ATTITUDES | COUNSELING - A<br>TESTING - B<br>HANDS-ON - A<br>IN-SCH. JOB - A<br>SPEAKERS - B<br>RESEARCH - L<br>REPORT - B<br>GUIDE IMP. - B | SPEAKERS - B<br>HANDS-ON - B<br>FIELD TRIP - B<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - B | SPEAKERS - B<br>HANDS-ON - L<br>FIELD TRIP - L<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - L | SPEAKERS - B<br>HANDS-ON - A<br>FIELD TRIP - B<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - A | IN-SCH. JOB - A<br>CLASSROOM PLACEMENT - A | SPEAKERS - A<br>HANDS-ON - L<br>FIELD TRIP -<br>ADVISORY COMMITTEE - |
| ORIENTATION | COUNSELING - A<br>TESTING - A<br>HANDS-ON - A<br>IN-SCH. JOB - A<br>SPEAKERS - A<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - B | SPEAKERS - A<br>HANDS-ON - B<br>FIELD TRIP - A<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - B | SPEAKERS - B<br>HANDS-ON - L<br>FIELD TRIP - L<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - B<br>COURSE SEL. - B | SPEAKERS - A<br>HANDS-ON - A<br>FIELD TRIP - A<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - A<br>COURSE SEL. - L | IN-SCH. JOB - A<br>CLASSROOM PLACEMENT - A<br>COURSE SEL. - A | SPEAKERS - A<br>HANDS-ON - B<br>FIELD TRIP -<br>ADVISORY COMMITTEE - |
| EXPLORATION | COUNSELING - A<br>TESTING - A<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - B | SPEAKERS - A<br>FIELD TRIP - A<br>GUIDE IMP. - B<br>RESEARCH - A<br>REPORT - A<br>OUT-OF-SCHOOL JOB - A<br>TEST/GATB - B | SPEAKERS - B<br>FIELD TRIP - B<br>GUIDE IMP. - B<br>RESEARCH - B<br>REPORT - B<br>TEST/GATB - L<br>COURSE SEL. - A | TEST/GATB - B<br>MAN. SURVEY - L<br>FOLLOW-UP - L<br>SPEAKERS - B<br>FIELD TRIP - B<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - A<br>COURSE SEL. - B | PART-TIME JOB PLACEMENT - A<br>TEST/GATB - B<br>COURSE SEL. - A | SPEAKERS - A<br>FIELD TRIP -<br>OUT-OF-SCHOO JOB - A<br>PART-TIME JOB - A<br>ADVISORY COMMITTEE - |
| PREPARATION | COUNSELING - A<br>TESTING - A<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - B<br>G.E.D - B | SPEAKERS - B<br>FIELD TRIP - B<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - B<br>COOP JOB - B<br>MAN. SURVEY - B | SPEAKERS - A<br>FIELD TRIP - A<br>RESEARCH - A<br>REPORT - A<br>GUIDE IMP. - B<br>COOP JOB - A<br>JOB SK. TR. - A<br>G.E.D. - B<br>MAN. SURVEY - A<br>COURSE SEL. - A | SPEAKERS - B<br>FIELD TRIP - B<br>RESEARCH - B<br>REPORT - B<br>GUIDE IMP. - A<br>COOP JOB - A<br>JOB SK. TR. - A<br>G.E.D. - A<br>FOLLOW-UP - A<br>MAN. SURVEY - A<br>COURSE SEL. - A | G.E.D. - A<br>FOLLOW-UP - A<br>MAN. SURVEY - A<br>FULL- & PART-TIME JOB PLACEMENT - A<br>ADVANCE TRAIN. PLACEMENT - A<br>COURSE SEL. - A | ADVISORY COMMITTEE -<br>FOLLOW-UP -<br>MAN. SURVEY<br>G.E.D. - L<br>FULL- & PART TIME JOB PLACEMENT -<br>SPEAKERS - A<br>FIELD TRIP - |

AN EMPLOYABLE, WELL ADJUSTED PERSON

Career Education Center
3811 Memorial Drive
Sheboygan, WI  53081

# Career Education Model

(COMPONENT EXPANSION)


CURRICULUM
SELF-CONCEPT
CAREER PLANNING & PREPARATION
PLACEMENT
COMMUNITY
WORLD OF WORK
K→3 - Attitudes
4-6 - Orientation
7→9 - Exploration
10→12 - Preparation
Post-Secondary

# TABLE OF CONTENTS

Page

THE CAREER EDUCATION MODEL . . . . . . . . . . . . . . 1

TABLE OF CONTENTS . . . . . . . . . . . . . . . . . . . 2

INTRODUCTION . . . . . . . . . . . . . . . . . . . . . 3

CAREER PLANNING & PREPARATION . . . . . . . . . . . . 4

COMMUNITY . . . . . . . . . . . . . . . . . . . . . . 5

CURRICULUM . . . . . . . . . . . . . . . . . . . . . 6

PLACEMENT . . . . . . . . . . . . . . . . . . . . . . 7

SELF-CONCEPT . . . . . . . . . . . . . . . . . . . . 8

WORLD OF WORK . . . . . . . . . . . . . . . . . . . . 9

# INTRODUCTION

The Career Education Model is presented as a graphic description of Career Education. For effective implementation, the component parts of the model require input by parents, teachers, counselors, administrators, school boards, business, industry, government and the church.

This Career Education Model identifies six major components that can be used to plan and organize for the implementing of Career Education. Most concepts and activities crucial to establishing Career Education are not only developmental, pre-school through adult, but are infused through all six of these components.

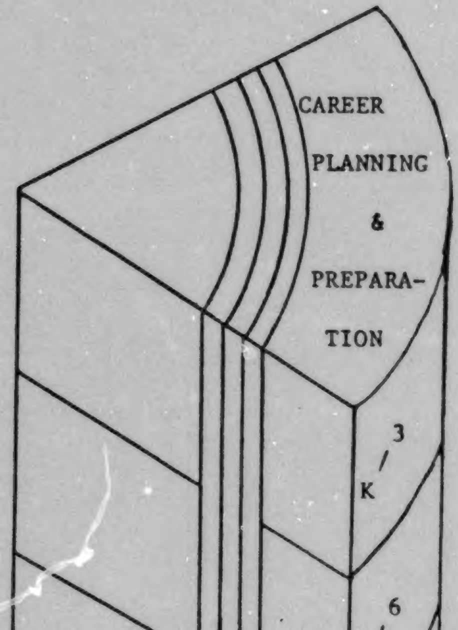
These six components are presented to show the vast scope and sequence of some of the activities necessary to implement Career Education. The project activities identified are usually very important to all six components, but we have listed them with only the most important component.

Implementation of any Career Education Model will require district-wide commitment to the Career development philosophy. Full-time leadership and responsibility must be provided by dedicated professionals in order to implement Career Education components.

# CAREER PLANNING & PREPARATION

Career Planning & Preparation is a continuous decision making process from infant fantasy into reality. For freedom of choice, the individual must have continuous relevant information about himself, the world of work and educational opportunities. This decision making process identifies appropriate preparation for his chosen Career.

## PROJECT ACTIVITIES



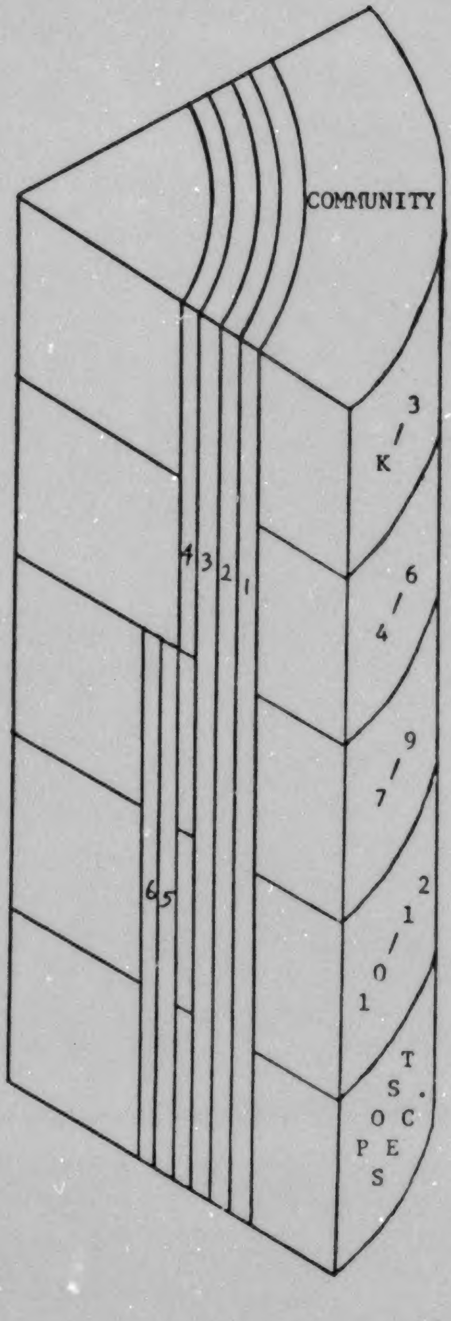
K-14
1. Implement Career Education Curriculum Guide.
2. Provide information to students about themselves and the world of work.
3. Implement a Speakers Program.

7-14
4. Provide WISC, post-secondary and other training opportunities information.
5. Establish W.S.E.S. Job Bank.

10-12
6. Provide Job Entry Level Skill Training.

## COMMUNITY

The Community component in Career Education provides an opportunity for input into the educational system. Parents, government, business, industry and the church have important contributions to make in establishing continuous relevancy in education.



### PROJECT ACTIVITIES

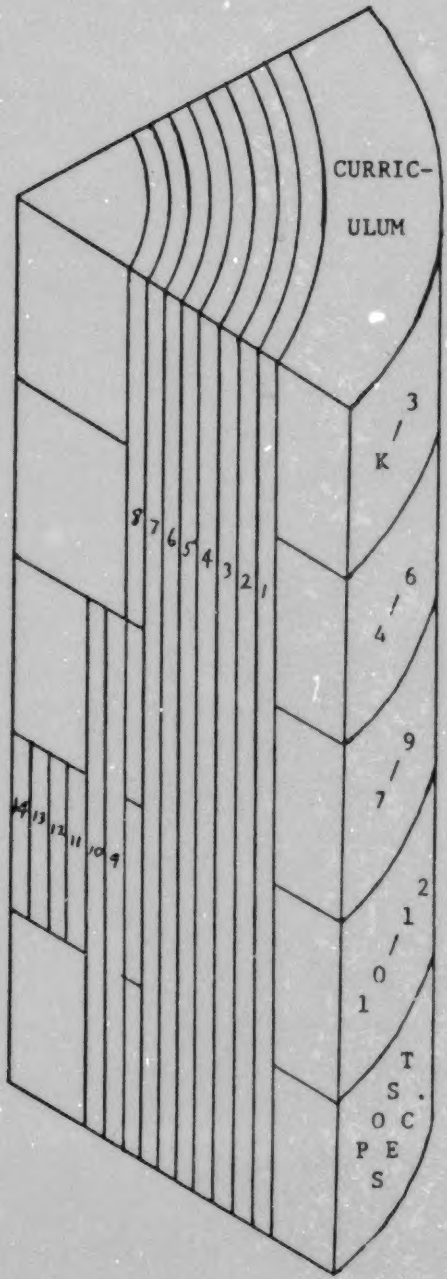
K-14
1. Establish counselor contact with business, industry, government and the church.
2. Establish teacher contact with parents. (P.T.A., etc.)
3. Implement a Speakers Program.

K-6
4. Establish a "Hands-On" Program relating skills to workers from business and industry.

7-14
5. Establish meetings between county personnel associations, counselors and Wisconsin State Employment Service.
6. Establish meaningful, well-planned field trips to business and industry.

## CURRICULUM

The Curriculum involves all teachers and all school personnel in the implementation of Career development concepts and appropriate skill training for all students. A Career Education Curriculum reaches out into the community to obtain information in order to meet the needs of all students.



### PROJECT ACTIVITIES

K-14

1. Conduct in-service training.
2. Develop a Career Education Curriculum Guide.
3. Establish a steering committee for each school.
4. Develop Career Education role definitions for all school personnel.
5. Select curriculum articulation committee participants.
6. Planning objectives for field trip visits to business and industry.
7. Preparing for classroom speakers with classroom research and discussions.

K-6

8. Establish "Hands-On" experiences in classroom instruction that uses concrete materials.

7-14

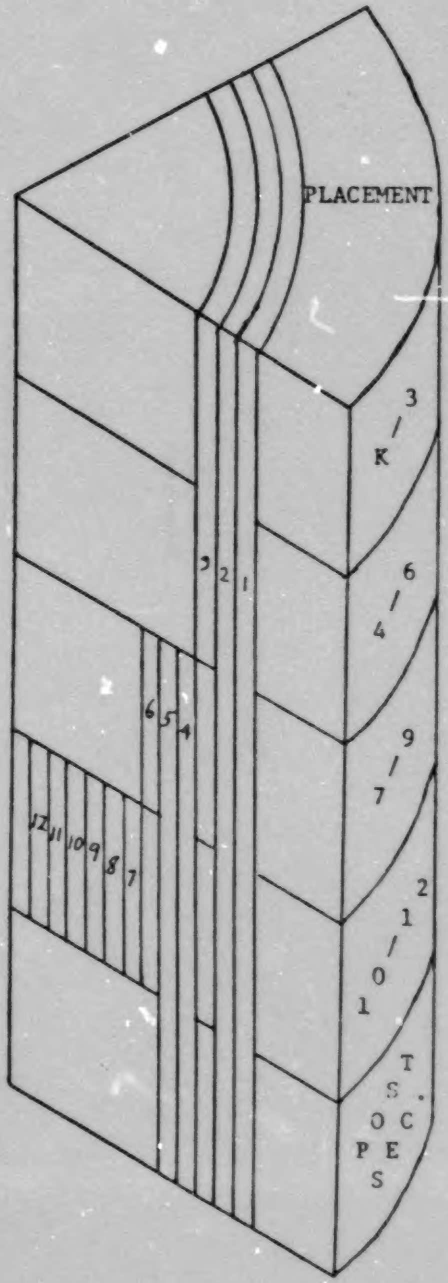
9. Participate in conducting an area manpower survey.
10. Establish G.A.T.B. testing program.

10-12

11. Select top level management committees.
12. Secure a joint mission statement from secondary and post-secondary schools.
13. Develop a plan for faculty and facility sharing between secondary and post-secondary schools.
14. Conduct a follow-up study of high school graduates.

# PLACEMENT

Placement is a continuous process throughout an individual's educational experience. It is a vehicle that allows each individual to reach his maximum potential by providing him with knowledge of himself, educational and Career opportunities.



## PROJECT ACTIVITIES

K-14
1. Develop Placement Centers.
2. Create student awareness of W.S.E.S.

K-6
3. Develop a placement system for students into jobs within the school setting.

7-14
4. Develop a placement system for students of full- and part-time jobs.
5. Establish G.A.T.B. testing program.

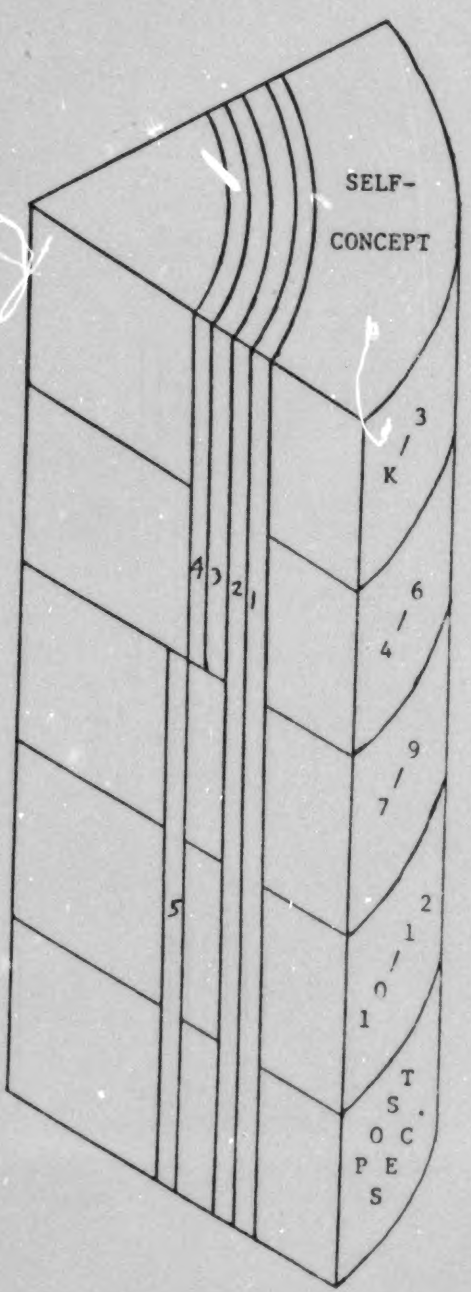
7-9
6. Identify students for a work experience program.

10-12
7. Identify students for job skill training program.
8. Identify students that may wish to be slotted into existing programs at Lakeshore Technical Institute.
9. Promote advanced placement at Lakeshore Technical Institute.
10. Conduct a follow-up study of high school graduates.
11. Establish a "Job Opportunity Day" for all high school seniors.
12. Establish W.S.E.S. Job Bank in Career Information Centers.

## SELF-CONCEPT

The Self-Concept component involves a person's understanding of his abilities, interests and attitudes. Continuous development of a positive self-image is essential for the individual to develop a mature Career identity.

### PROJECT ACTIVITIES



K-14
1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.

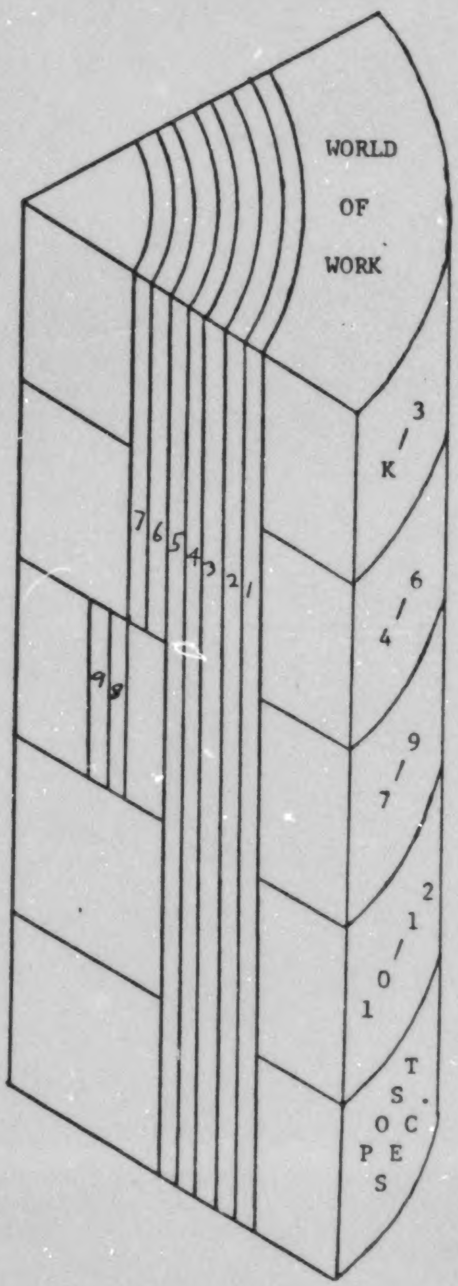
K-6
3. Develop Placement programs.
4. Develop a "Hands-On" program.

7-14
5. Establish G.A.T.B. testing program.

# WORLD OF WORK

The World of Work component identifies information and experiences needed by the individual to understand Career opportunities.

## PROJECT ACTIVITIES

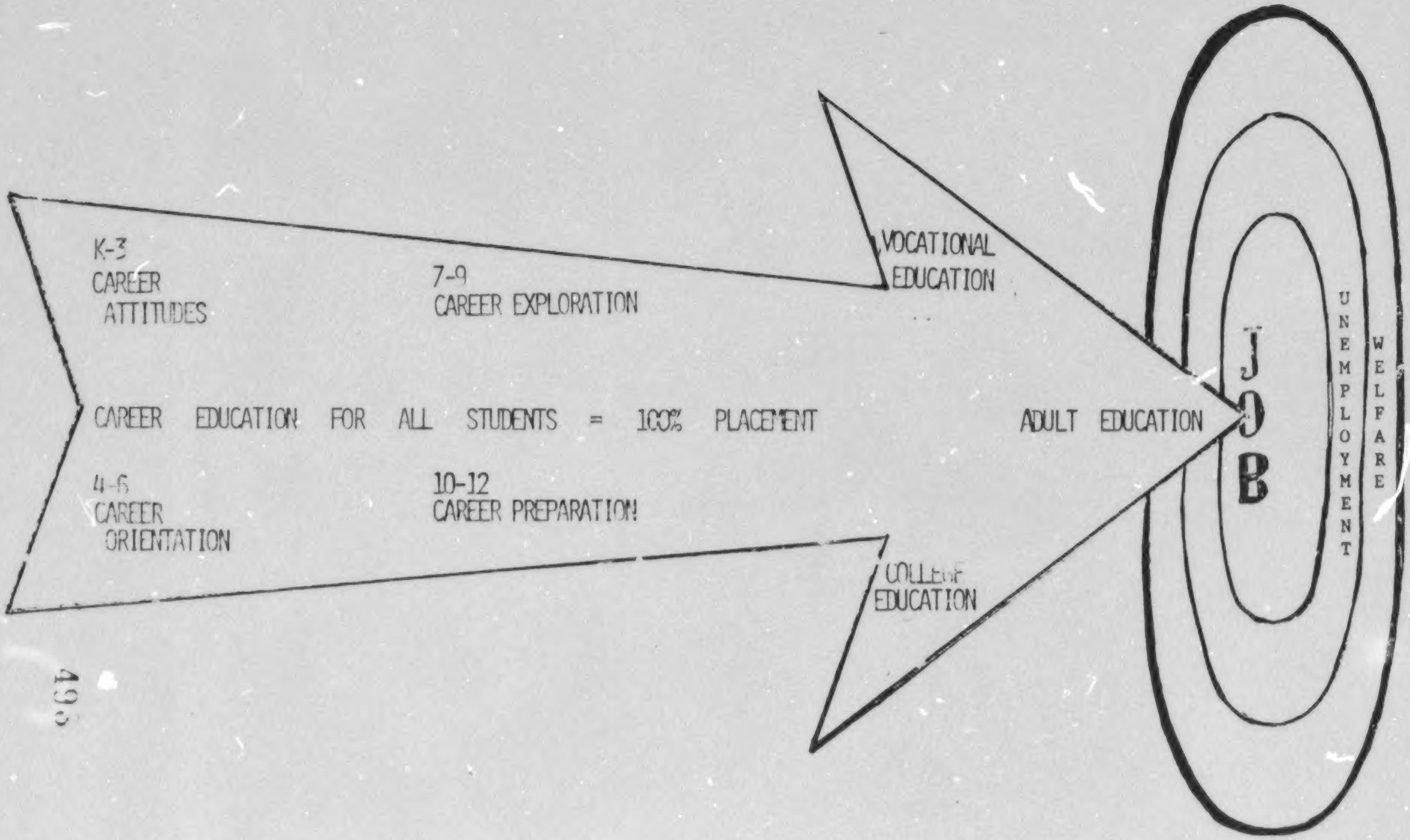


K-14
1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.
3. Develop a Speakers Program.
4. Promote part-time jobs for educators in business and industry.
5. Develop a field trip program.

K-6
6. Develop a Placement Program.
7. Develop a "Hands-On" Program.

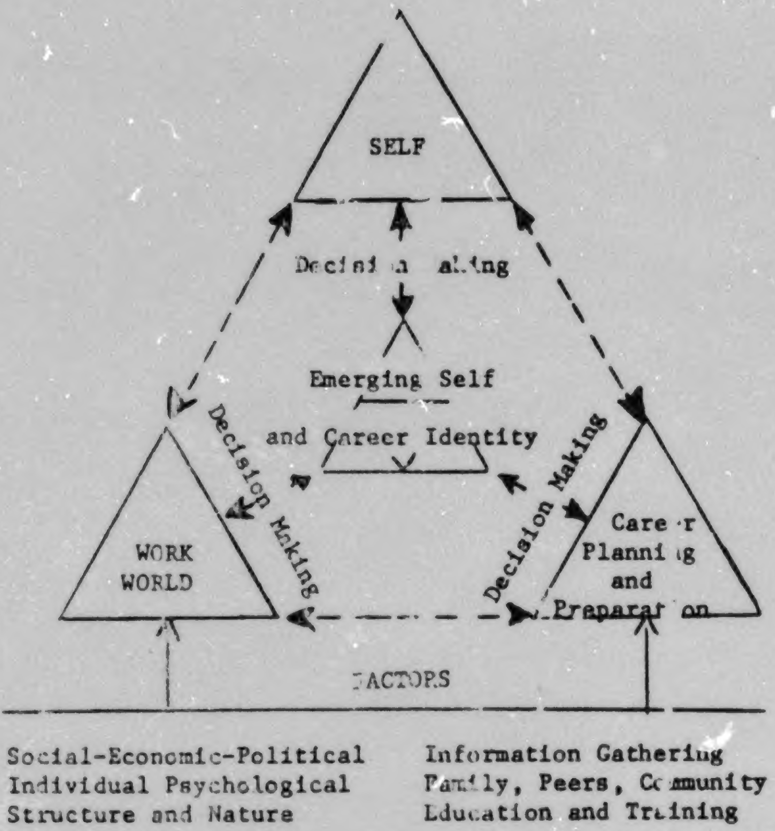
7-9
8. Establish work experience program.
9. Establish W.S.E.S. Job Bank in Career Information Centers.

# CAREER EDUCATION MODEL
# FOR
# CURRICULUM DEVELOPMENT

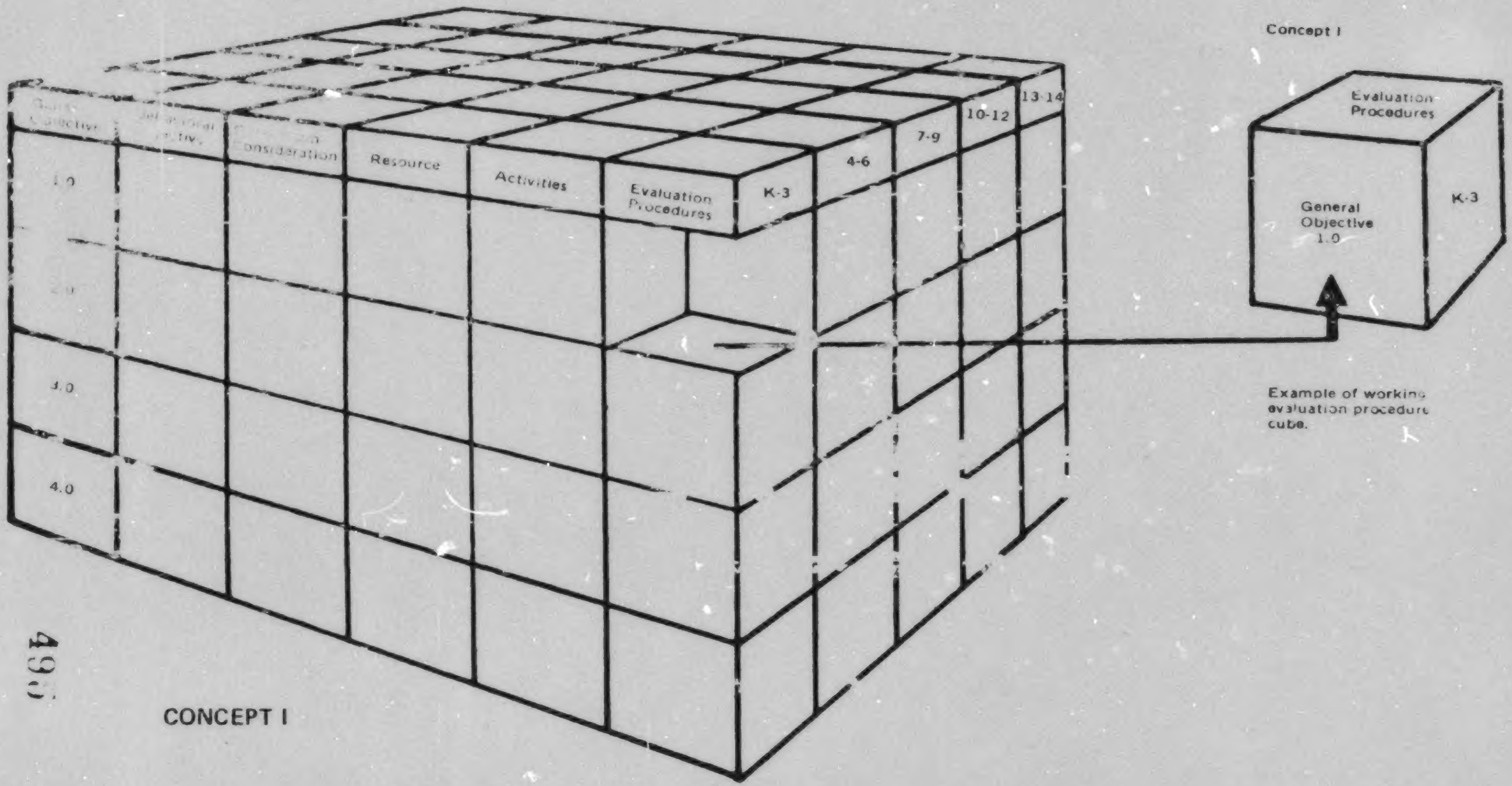

K-3
CAREER
ATTITUDES
7-9
CAREER EXPLORATION
VOCATIONAL
EDUCATION
CAREER EDUCATION FOR ALL STUDENTS = 100% PLACEMENT
ADULT EDUCATION
4-6
CAREER
ORIENTATION
10-12
CAREER PREPARATION
COLLEGE
EDUCATION
JOB
UNEMPLOYMENT
WELFARE

EDUCATIONAL PROGRAMS TO PROVIDE AN EMPLOYABLE AND WELL ADJUSTED CITIZEN

CAREER DEVELOPMENT MODEL


SELF
Decision Making
Emerging Self
and Career Identity
Decision Making
Decision Making
WORK WORLD
Career Planning and Preparation
FACTORS
Social-Economic-Political
Individual Psychological
Structure and Nature
Information Gathering
Family, Peers, Community
Education and Training

# VERTICAL AND HORIZONTAL EXAMPLE FOR MODEL EXPANSION


Consideration
Resource
Activities
Evaluation Procedures
K-3
4-6
7-9
10-12
13-14
1.0
2.0
3.0
4.0
Evaluation Procedures
General Objective 1.0
K-3

Concept I

Example of working evaluation procedure cube.

CONCEPT I

An understanding and acceptance of self is important throughout life.

# CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

| | Elementary School | | | | |
|---|---|---|---|---|---|
| | Primary (Gr. K-3) | Intermediate (Gr. 4-6 | Jr. High (Gr. 7-9) | Sr. High (Gr. 10-12) | POST H.S. |
| | Middle Childhood | Late Childhood | Early Adolesence | Adolesence | ADULT |
| Concepts I | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| II | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| III | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| IV | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| V | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| VI | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| VII | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| VIII. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| IX. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| X. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| XI. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| XII. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| XIII. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| XIV. | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXX |
| XV. | | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXX |
| XVI. | | | 000000000000000000000 | ::::::::::::::::::::: | XXXXXXXXXXX |

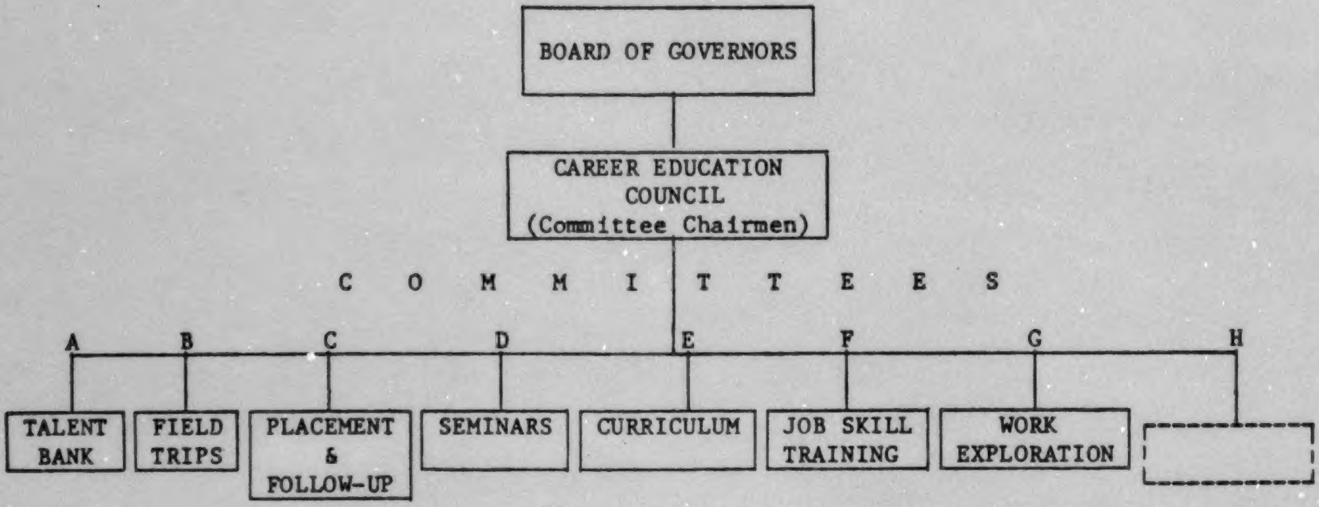
| | |
|---|---|
| Introduce | 0000000000 |
| Develop | :::::::::: |
| Emphasize | XXXXXXXXXX |

## CAREER DEVELOPMENT CONCEPTS*

I. An understanding and acceptance of self is important throughout life.
II. Persons need to be recognized as having dignity and worth.
III. Occupations exist for a purpose.
IV. There is a wide variety of occupations which may be classified in several ways.
V. Work means different things to different people.
VI. Education and work are interrelated.
VII. Individuals differ in their interests, abilities, attitudes and values.
VIII. Occupational supply and demand has an impact on career planning.
IX. Job specialization creates interdependency.
X. Environment and individual potential interact to influence career development.
XI. Occupations and life styles are interrelated.
XII. Individuals can learn to perform adequately in a variety of occupations.
XIII. Career development requires a continuous and sequential series of choices.
XIV. Various groups and institutions influence the nature and structure of work.
XV. Individuals are responsible for their career planning.
XVI. Job characteristics and individuals must be flexible in a changing society.

* (Concepts have NO Rank Order)

# SHEBOYGAN
# CAREER EDUCATION
# ORGANIZATIONAL STRUCTURE


BOARD OF GOVERNORS
CAREER EDUCATION COUNCIL (Committee Chairmen)
COMMITTEES
A
B
C
D
E
F
G
H
TALENT BANK
FIELD TRIPS
PLACEMENT & FOLLOW-UP
SEMINARS
CURRICULUM
JOB SKILL TRAINING
WORK EXPLORATION

A. Talent Bank.

Membership (no more than five (5))

1. Chairperson (from the group below)
2. Industry or Business
3. Labor
4. Education
5. Service Organizations, Professional (rep.) or Government

Need: Students need opportunities to interact with the outside world in school. Through these opportunities students can see how education has meaning in the local community.

Students need to relate to role models from the world of work in order to develop values and a positive self-image.

Problem: Some speakers are already being used. As this activity increases, it is apparent that greater organization and participation by more speakers is needed to meet the needs of all students.

Implementation: Identify and organize the make up of the local community according to job clusters.

Identify individual speakers representative of the job clusters for appropriate phases and grade levels.

Organize and disseminate information about the talent bank to the local schools.

Organize and implement clearing house to transmit requests from schools to appropriate speakers. Evaluate and up-date the speakers program on a continuing basis.

Objectives:

1. To organize and implement a speakers program for all schools K-Adult.
2. To work with the curriculum committee regarding #1 above and to identify persons to speak at seminars for teachers. i.e.
    a. Career implications for subject areas.
    b. Career guidance information for counselors.

B. Field Trips.

Membership (no more than five (5))

1. Chairperson
2. Labor
3. Business or Industry
4. Education
5. Service Organizations, Professions or Government

Need: Students need opportunities to interact with workers and observe practical applications of education.

Problem: As the goals of field trips change to meet the career needs of students, it is apparent that greater organization and participation by more organizations are necessary.

Implementation: Identify and organize local community organizations by job clusters for appropriate phase and grade level.

Identify organizations that will participate.

Organize and disseminate information about procedures.

Establish a clearing house to transmit requests to appropriate organizations.

Evaluate and up-date on a continuing basis.

Objectives:

1. Organize and implement a system of field trips for all schools K-Adult.
    a. Identify the goals and objectives appropriate for field trips.
    b. Disseminate the above to participating agencies and institutions so that there will be common understanding of this activity.
2.

D. Seminars.

Membership (no more than five (5))

1. Chairperson
2. Labor
3. Business or Industry
4. Education
5. Service Organizations, Professions or Government

Need: Educators need to interact with persons from the work world to identify more practical applications of abstract educational concepts. School administrators can benefit from scientific management methods utilized in business and industry. Managers can benefit business and industry by utilizing Career Education concepts in the work place.

Problem: As educators respond to the need for applying practical applications to educational concepts, seminars will be a part of in-service programs. As students exit formal education with attitudes and skills developed from programs with Career Education concepts, it will be necessary that the work place reflect the same concepts.

Implementation: Teachers and supervisors need in-service opportunities to interact with persons from the work world in order to learn the career implications for their subject area.

Counselors need to become aware of placement and advancement opportunities in local organizations.

School administrators can benefit from interacting in in-service with business and industry personnel that use scientific management methods. Managers from business and industry can gain an appreciation for management problems unique to education. Representatives from business and industry can obtain an understanding of Career Education concepts so that the work place can reflect these concepts.

Objectives:

1. To develop seminars to be used within the school in-service program.
2. To identify and organize the goals, objectives and personnel to be used in the seminars.
3. To disseminate information about the seminars available.
4. To implement cooperative (education and work world) seminars which will help create a more harmonious environment in school and in the work place.

E. Curriculum.

Membership

|  |  |  |
|---|---|---|
| 1. | Chairperson | Business or Industry |
| 2. |  | Education Elementary Supervisor |
| 3. |  | Education Secondary Supervisor |
| 4. |  | Education Post Secondary Supervisor |
| 5. |  | Labor |

Need: All students need to be involved in educational opportunities that meet their needs. All students must participate in educational programs where they can be successful.

Problem: Curriculum has had an overemphasis on an academic, abstract approach. This condition has contributed to boredom, hostility and a poor self-image in some students. Mental and physical dropouts are evident. Students that must establish educational goals before relating education to occupational objectives find limited meaning in school.

Implementation: Current, up-to-date input from the work world can provide information necessary to bring about relevant curriculum change.

Career development concepts integrated into the curriculum will provide more students with opportunities where they can experience successful activities in school.

Objectives:

1. Develop and organize an in-service program to being about change in curriculum and instruction.
2. Identify individuals in the community with interest and ability to contribute to curriculum change.
3. To increase the awareness of the need for a Career Education centered curriculum in educators and the community.
4. To increase the understanding of the need for community participation in developing curriculum.
5. To provide teachers, counselors and administrators with the information, methods and tools to facilitate the curriculum developed.

F. Job Skill Training.

Membership

1. Chairperson Business
2. Industry
3. Education
4. Labor
5. Professions

Need: All students need to have job entry skills in order to enter the world of work.

Problem: Many students are leaving school without the skills to enter occupations that meet their needs.

Implementation: The school system needs information from the world of work in order to establish appropriate job skill training programs. To develop an awareness, in the community, of the need for more vocational programs.

Objectives:

1. Develop and implement a system for conducting, evaluating and disseminating manpower data.
2. Identify methods for identifying students' interests and abilities.
3. Establish appropriate job skill training programs.

G. Work Exploration.

Membership

1. Chairperson Business or Industry
2. Education
3. Labor
4. Professions
5. Service Organizations or Government

Need: All students need to make decisions about career choices. They need to explore the world of work for first hand experience of what work is like in order to make the best possible decisions.

Problem: Our society has developed to a level where our youth are isolated from much of the work world.

Implementation: Cooperative programs between schools and agencies in the work world can help to provide students with better appreciation and understanding of work.

Objectives:

1. Establish cooperative programs for work exploration.
2. Identify agencies interested in participating in coop work exploration programs.
3. Develop methods for identifying appropriate students.

# USE OF THE JOB BANK IN EXPLORATION AND PLACEMENT IN THE SECONDARY SCHOOL

The Wisconsin State Employment Service (W.S.E.S.) is cooperating with the Career Education Project and the Sheboygan Public Schools and is making available the computerized Job Bank. The Job Bank consists of all of the job openings listed on two sets of microfiche with W.S.E.S. throughout the state. Each opening gives the following information: wages, education training requirements, and a job description. The computer organizes the lists by city and special code. This information is then printed on one set of microfiche, updated daily, and sent to the local W.S.E.S. Offices each morning. The second set of microfiche lists the company and personnel to contact for each job opening. This set stays with W.S.E.S. and is not used by the schools.

The Sheboygan W.S.E.S. Office utilizes the Job Bank microfiche for that day and then makes the first set of microfiche available to North High School the next morning. A North High School student picks up the microfiche everyday and takes it to the Career Information Center. The Career Information Center at North High School has a microfiche reader-printer and a set of the Dictionary of Occupational Titles (D.O.T.). The D.O.T. coding of occupations is used by the Job Bank. The Center also has 16mm films, video-tapes and other material relating to Career Education. The Job Bank is utilized at North High School for approximately the first week, and then it is taken to the Career Information Center at Horace Mann Junior High. The microfiche is used at both schools but for different purposes.

In the project model schools of North High and Horace Mann Junior High, there are separate phases of Career Education. The first phase is in the junior high and deals with a general exploration of jobs. The student also explores his abilities, personality, interests, values, etc. Self-exploration in the ninth grade is aided by the motivational impetus of the General Aptitude Test Battery (GATB), a Career unit by the counselors, and instructional Career activities by the teachers. The Job Bank is used to help students explore the GATB results as they relate to education, training, job descriptions and placement potential in a given location in Wisconsin. The Horace Mann Junior High Career Information Center has audio-visual materials the student may use to help him in his exploration of the world of work and his self-image. Combining the Job Bank and the GATB with other materials and activities brings reality to ninth grade students.

By using the Job Bank for eighth graders, the Career Education Project and Horace Mann Junior High School are giving students an opportunity through classroom activities to explore the 15 job clusters as defined by the U. S. Office of Education. Students become aware of the occupational opportunities in Wisconsin by studying the job openings. Each eighth grade student explores representative occupations in each of the 15 job clusters. The student then narrows his choice to one or several job clusters and explores all levels of job openings now found in that cluster in Wisconsin.

Another use of the Job Bank in the junior high is exploration of occupations related to subject areas. Students in the class explore the Job Bank for occupations that relate to that subject area. For example, students in science explore the Job Bank looking for related occupations such as a chemist, chemical technologist, etc. Each student completes a list of occupations and describes how he relates to that subject area. He includes the education, training, job description and wages for that occupation. For many students, this is the first time they relate a subject area to the work world. The use of the Job Bank, GATB, and job clusters broadens the job exploration techniques of many students that would otherwise narrow their research to a few occupations.

The use of the Job Bank in the senior high changes direction from exploration to placement. This second phase of Career Education in the secondary involves preparation for placement into either post-secondary education institutions or on a job after graduation. Placement is often a misunderstood concept. It is a process that takes place at all grade levels from elementary on through life. Educational placement involves choice of classes, choice of college or technical school, etc. But placement also deals with the student not going to college or technical school. This student is largely ignored but often needs more help than the college or technical school bound student.

The Job Bank can meet the needs of both types of students. The students going on to higher education often do not have a clear understanding of placement potential, wages, locations and other information about their chosen field or occupation. The Job Bank gives this kind of student a clearer understanding of the implications of entering that field. If a thorough search of the Job Bank shows little demand for that occupation, a need for further inquiry by the student is indicated.

The students that have no occupational goals benefit from the Job Bank because the reality of the coming work world and needed preparation for it becomes more apparent. Exploration through GATB, Occupational Aptitude Patterns, and the Job Bank lead many of these students out of their occupational fantasy and to a more mature attitude toward their future. The students' attitudes toward school change when they start to relate education to the work world outside the school and begin to understand their role in society.

If the student has occupational goals that do not include post-secondary education, the Job Bank is a very important placement tool. The student locates the occupation that interests him and then contacts the local W.S.E.S. Office for futher information on the company name, person to contact, etc. The local W.S.E.S. Office may then set him up for a job interview.

The Job Bank is a useful placement tool for counselors and teachers. It gives them occupational information that is up-to-date. The counselor now has a tool that reaches into the community quickly and effectively. He can now at last be involved with the placement of students that have been ignored in the past. The counselor can now give the student valuable and pertinent information that is necessary to efficiently aid him in finding a job. The teacher may use the Job Bank to help find openings for interested students in his class. It keeps the teacher aware of the job market as related to his subject area.

The Job Bank helps develop a closer relationship between the Wisconsin State Employment Service and the Sheboygan Public Schools. Since one method of accountability of the school is how well the graduates succeed in later life, the Job Bank can now help student graduates find their place in the world of work. If the school can provide for the successful placement of its students, then it is meeting part of its responsibility for accountability.

Terry Seifert
Secondary Career Consultant

# SAMPLE HANDOUTS FOR TECHNICAL MATH CLASSES AT PLYMOUTH HIGH SCHOOL

BY
Charles Haufman

CONTENTS

Page 1....Course Objectives and Textbooks

Page 2....Guidance Handout for Students

Page 3....How Tech Math Works (Flow Chart)

Page 4....Sample Pre-test

Page 5....Remedial Guides

Page 6....Guide for Computer Programming

Page 7....Guide for Computer Programming

Page 8....Guide for Electricity

Page 9....Sample Contract

Page 10...Outline of Teacher's Aides

Page 11...Sample Handout on Calculators

For Further Inofrmation Write:

Charles Haufman
Plymouth High School
Plymouth, Wisconsin 53073

COURSE OBJECTIVES:

1. To relate applied mathematics to a chosen vocational field.

2. To aid the student in mastering concepts, definitions, rules and terms in the pursuit of mathematical knowledge.

3. To develop logical reasoning necessary for knowledgeable solutions of problems involving mathematical calculations.

4. To prepare the student for vocational-technical school or some specific vocational trade.

5. To develop student responsibility, improve reading skills and improve study habits.

TEXTBOOKS:

Delmar Publishers:

1. Basic Math Simplified

American Technical Society

1. Automatic Transmissions
2. Automotive Collision Work
3. Automotive Electrical Systems
4. Automotive Engines
5. Automotive Suspension & Brakes
6. Tractors & Crawlers
7. General Aviation
8. Blueprint for Heavy Construction
9. Diesel and High Compression Engines
10. Photo Technology
11. Pratical Math (13 lessions)

Addison Wesley Publishing Co.

1. MATC Series, Basic Algebra
2. MATC Series, Calculation

McGraw-Hill

1. Basic Math for Electronics
2. The Man Made World

WORKBOOKS:

Delmar Publishers

1. Practical Problems in Math for
   a. Auto Technicians
   b. Carpentry
   c. Electricians
   d. Machinists
   e. Masons
   f. Printers
   g. Sheet Metal Technicians
2. Math for Plumbers and Pipefitters
3. Math and Medications for the Nurse
4. Merchandising Math
5. Related Science for Auto Trades
6. Auto Oscilloscope
7. Blueprint Reading for
   a. Carpenters
   b. Building Trades
   c. Bricklaying
   d. Residential Electricity
   e. Commercial Electricity
   f. Industrial Electricity
   g. Plumbers
   h. Welders
   i. Sheet Metal
   j. Machinists
8. Interpreting Engineering Drawings
9. Elements of Data Processing
10. Construction Estimating
11. Nutrition and Diets for the Nurse
12. Dimensional Metrology

Southwestern Publishing Co.

1. Clerical Projects
2. Applied Business Math
3. Math for the Consumer
4. Accounting Sets for
   a. Farm
   b. Service stations
   c. Small Business
   d. Family
   e. Professional

SUPPLEMENTARY TEXTBOOKS:

1. World of Construction McKnight
2. World of Manufacturing "
3. Publication 21 and 22 from Internal Revenue Service
4. Car Buying Made Easier by Ford Motor Co.
5. Experimental Ninth Grade Math Central Iowa Press
6. Advanced Generl Math " " "
7. Math Problems From Industry by Chrysler Corp.
8. Cardiac by Bell Telephone System
9. Modern Shop Planning by Prakken Publishers
10. Metric System by Metric Association of America
11. Spectrum Math series by Laidlaw Bros.

## GUIDANCE OFFICE HANDOUT

### WHAT IS TECHNICAL MATH I ?

(Course Number 706)

WHO CAN ENROLL: Any junior or senior who is interested in attending a vocational-technical school or has some specific vocational trade that he desires to pursue.

PREREQUISITES: At least Algebra I, Foundations of AlgebraII, General Math II, but would prefer that students take Plane Geometry first. Students must talk to the instructor before enrolling in the class.

AREAS OF CONCENTRATION: Student must choose one area.

Agriculture
Accounting
Aviation
Clerical
Consumer(Household)
Data Processing
Drafting(Architectural
Drafting(Mechanical
Electricity
Foods
Horticulture
Insurance
Marketing
Masonry
Metals(Machine)
Nursing
Photography
Plastics
Plumbing
Power Mechanics
Printing
Real Estate
Secreterial
Sheet Metal
Welding
Woods(Carpentry)
Electronics
Student's Choice(See instructor before enrolling in this area)

DESIGN OF CLASS:

1. Contract Learning (Pre-test, individualized instruction, post-test)
2. Little mathematical theory; students will learn problem solving techniques.
3. The main function of the class is to develop student responsibility, improve reading skills and improve work habits.

### WHAT IS TECHNICAL MATH II ?

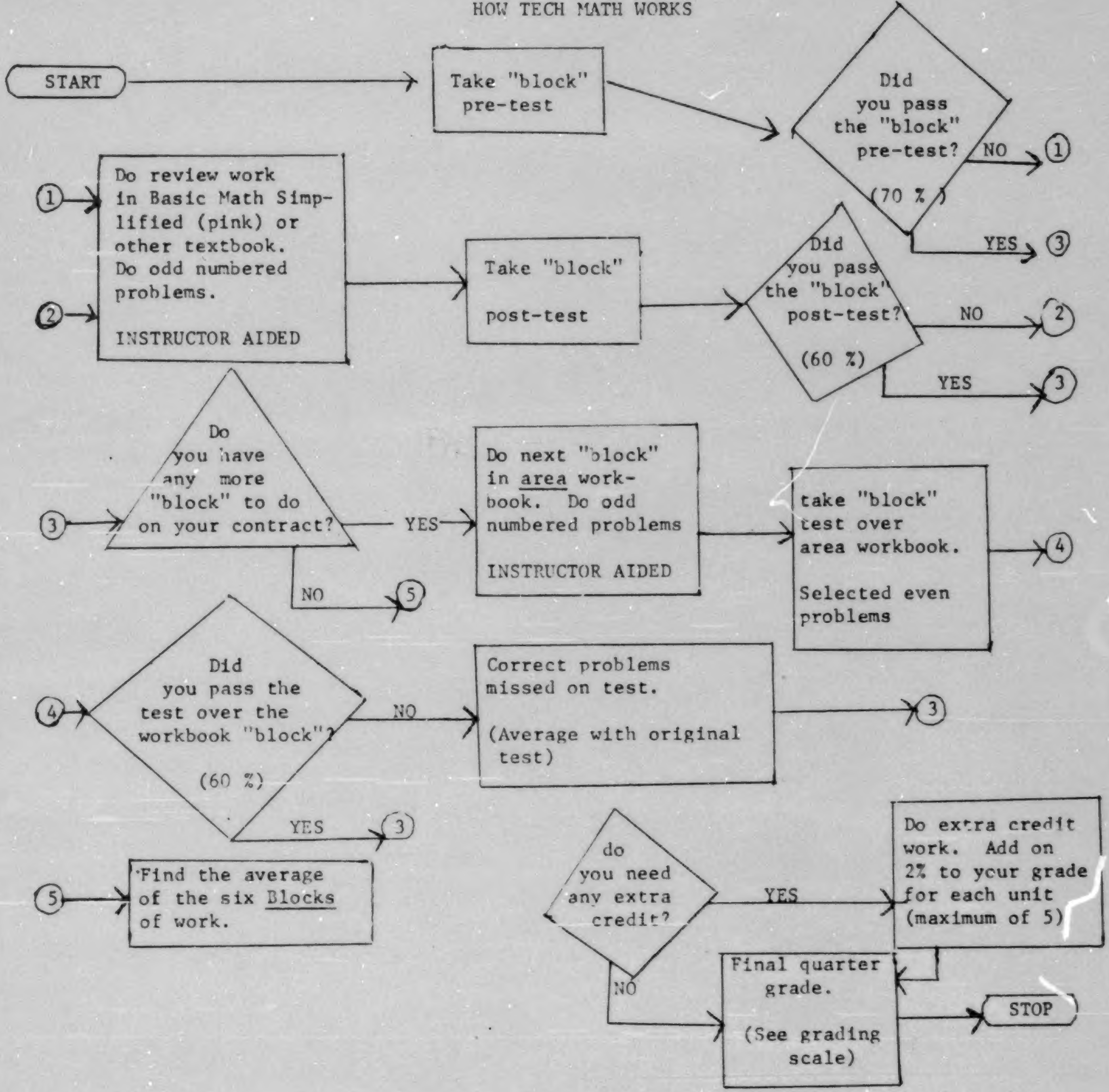
(Course Number 707)

WHO CAN ENROLL: Any senior who has taken Tech Math I or Algebra II.

AREAS OF CONCENTRATION:

1. Students can choose the same area of concentration as he did in Tech Math I and do more in depth study.
2. Student can change areas of concentration other than what he choose in Tech Math I.
3. Student can enroll in the Lakeshore Technical Institute Math class for advanced standing at Lakeshore.
4. Students who have completed Algebra II can enroll in Computer Programming. (Writing programs on the Monroe 1666)

## HOW TECH MATH WORKS


START
Take "block" pre-test
Did you pass the "block" pre-test? (70 %)
NO
1
YES
3
1
2
Do review work in Basic Math Simplified (pink) or other textbook. Do odd numbered problems.
INSTRUCTOR AIDED
Take "block" post-test
Did you pass the "block" post-test? (60 %)
NO
2
YES
3
3
Do you have any more "block" to do on your contract?
YES
NO
5
Do next "block" in area workbook. Do odd numbered problems
INSTRUCTOR AIDED
take "block" test over area workbook.
Selected even problems
4
4
Did you pass the test over the workbook "block"? (60 %)
NO
Correct problems missed on test.
(Average with original test)
3
YES
3
5
Find the average of the six Blocks of work.
do you need any extra credit?
YES
Do extra credit work. Add on 2% to your grade for each unit (maximum of 5)
NO
Final quarter grade.
(See grading scale)
STOP

## PERCENTAGE (PRE-TEST)

I. Express the following as a percent:

(1) .75 (2) 1 1/2 (3) .001

II. Express each of the following as a decimal or whole number:

(4) 46% (5) 300% (6) .15%

III. Express each of the following as a fraction:

(7) 3% (8) 225% (9) 12 1/2%

IV. Simplify the following

(10) 1% of $40 = (11) 37 1/2% of 64 = (12) 1/2% of 600 = (13) 140% of $28 =

V. Fill in the blank.

(14) $56 = ____% of $160 (15) $5 is____% more than $4 (16)____% less than 25 is 20

(17)____= 25% of 16 (18) 100% more than $20 is____

(19) $500 decreased by 20% is____ (20) 20 is 5% of _____

(21) One inch is______$ of one foot.

(22) With a 20% descount, what will a $48 article sell for?

(23) An agent recieves $72.50 commission for selling a $1,650 car. What is the rate of commission?

(24) A motor rated at 90 h.p. is actually developing 105 h.p. What is the % of horsepower overload?

(25) Find interest on $2,000 at 6% for 2 years. (Formula i = prt )

# REMEDIAL HOMEWORK IN TECHNICAL MATHEMATICS I

## First Quarter:

WHOLE NUMBERS

Blue Spectrum, pages 3-22

FRACTIONS

Blue Spectrum, pages 25-44

DECIMALS

Blue Spectrum pages 47-64

PERCENTAGE

American Technical Society, Lesson 6

## Second Quarter:

RATIO AND PROPORTION

American Technical Society,
lesson 9

GEOMETRIC FIGURES

On Handout

DENOMINATE NUMBERS (Conversions)

American Technical Society
lesson 7

MEASUREMENT

On Handout

## Third Quarter:

EQUATIONS AND FORMULAS

American Technical Society
lesson 10

GRAPHS

American Technical Society
lesson 11

## GUIDE FOR COMPUTER PROGRAMMING

SEMESTER I

I Flow Chart

II Calculator

III Cardiac (Bell Telephone)

| | READ | HOMEWORK |
|---|---|---|
| | Model 1666 User's Manual | Conceptual Math Through Programming Volume I |
| IV | Sections 1 and 2 | Do pages 1-11, Excercises 1-80 |
| V | Section 3 | Do pages 11-15, Excercises 81-150 |
| VI | Section 4 | Do pages 23-53, level A. Choose 1 problem each from pages 23,24 and 25. Choose 1 problem from pages 27-38 and 39-53. |
| VII | Section 4 | Do pages 54-99 level B. Choose 1 problem from pages 54-62, pages 63-73, pages 74-86 and pages 87-99. |
| VIII | Section 4 | Do pages 101-119 Level C. Choose 1 problem from pages 101-110 and pages 111-119. |
| IX | Section 5 | On Handout (Debug 4 programs) |
| X | Section 6 | Do pages 125-164 Level A. Choose 1 problem each from pages 127-128, pages 129-143, pages 145-154, and pages 155-165. |
| XI | Section 6 | Do pages 167-199, Level B. Choose 1 problem each from pages 167-179, pages 181-188, and pages 189-199. |
| XII | Section 6 | Do pages 201-231, Level C. Choose 1 problem each from pgaes 201-216, and 217-231. |

Extra Credit

1. Selected problem from whysics
2. Selected problem from analysis
3. Selected problem from geometry
4. Selected problem from trigonometry
5. Selected problem from probability and statistics
6. Selected problem from advanced biology

## GUIDE FOR COMPUTER PROGRAMMING

SEMESTER II

I Section 7..........Do pages 237-262, Level A. Choose 1 problem from pages 239-249 and pages 251-262.

II Section 7..........Do pages 263-281, Level B. Choose any 1 problem.

III Section 7..........Do pages 282-296, Level C. Choose any 1 problem.

IV Section 8..........Do pages 301-311, Level A. Choose 1 problem each from pages 303-311 and pages 313-321.

V Section 8..........Do pages 323-351, Level A. Choose 1 problem each from pages 323-337 and pages 339-351.

VI Section 8..........Do pages 353-378, Level A. Choose 1 problem each from pages 353-365 and pages 367-378.

VII Section 8..........Do pages 379-392, Level B. Choose 1 problem.

VIII Section 8..........Do pages 393-417, Level C. Choose 1 problem.

IX Section 8..........Do pages 419-432, Level C. Choose 1 problem.

X Section 8..........Do pages 433-452, Level C. Choose 1 problem.

XI Write a program for either tax form 1040A, 1040, State A or State 1A.

XII Write a program for one of the problems in the workboo,. Advanced General Math.

Extra Credit

1. Program for utilities bill.
2. Program for bank loan where interest is on the unpaid balance.
3. Student's choice

## GUIDE FOR ELECTRICITY

### SEMESTER I

I Flow Chart

II Calculator

III Metric System

IV Conversions

### Math for Electricians (Delmar)

V Units 1-4

VI Units 6-9

VII Units 11-15

VIII Units 17-19

IX Units 21-22 and 24-25

X Units 27-30

XI Units 33 and 35-36

XII Real Life Enrichment lessons 8, 12 and 16

### Extra Credit

1. Bulletin Board
2. Contruction project
3. Student's Choice

### SEMESTER II (Choose one of the following books in blueprint reading)

### Industrial

I Units 1-2

II Units 3-4

III Units 5-6

IV Units 7-8

V Units 9-10

VI Units 11-12

VII Units 13-14

### Commercial

I Units 1-2

II Units 3

III Unit 4

IV Units 5-6

V Units 7-8

VI Units 9-11

### Residential

I Units 1-3

II Units 4-6

III Units 7-9

IV Units 10-12

V Units 13-15

VI Units 16-18

VII Units 19-21

VIII Units 22-24

IX Units 25-26

X Units 27-28

### Extra Credit

1. Slide Rule
2. Federal Income Tax (Form 1040A)
3. Federal Income Tax (Form 1040)
4. State Income Tax (Form 1A
5. Tool Buying
6. Shop Layout
7. Student's Choice

## TECHNICAL MATHEMATICS CONTRACT

______________________________ will complete the prescribed block of
(student's name)
work below in Technical Math in the area of _________________________ for the _______ quarter. If the following blocks are not completed or if the post-test average is below 60%, the student will recieve a failure grade for the quarter. Any blocks of work completed in addition to the ones designated below will increase the grade by 2% (maximum of 5)

| Block Number | Due Date | Post-Test Score |
|---|---|---|
| 1. __________ | _______ | __________ |
| 2. __________ | _______ | __________ |
| 3. __________ | _______ | __________ |
| 4. __________ | _______ | __________ |
| 5. __________ | _______ | __________ |
| 6. __________ | _______ | __________ |
| 7. __________ | | |
| 8. __________ | | |
| 9. __________ | | |
| 10. __________ | | |
| 11. __________ | | |

Average _______________

FULFILLMENT OF CONTRACT

Said student has fulfilled their contract for this quarter and will recieve __________ as a grade.

Reason for Failure:

Teacher Signature ______________________

## TEACHERS AIDES

1. Class Foreman: (Four percent extra credit per quarter)
    a. Takes role and checks seating. Writes absentees on abseentee slip.
    b. Asks for excuce slips if student is absent and presents slip to the teacher.
    c. Reports any tardiness to the teacher.
    d. In charge if teacher leaves the room. Reports to teacher if trouble occurs.
    e. Sees that the room is in order when students leave at end of period. May have to clean desks, store calculators or do any other task as directed by teacher.

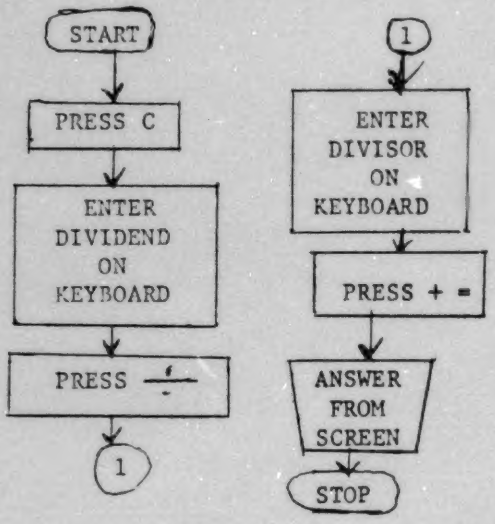
2. Film Director: (Two percent extra credit per quarter)
    a. In charge of setting up projector and showing the film. Will fill out check-out sheet in Math-Science Center. At end of day will return projector.
    b. Handles film evaluations for next year.
    c. Orders films for the next school year.
    d. Handles any other audio-visual equipment (tape recorder, TV system. etc.) as assigned by teacher.

3. Materials Coordinator: (Four percent extra credit per quarter)
    a. Passes out materials for teacher.
    b. Does typing as directed by teacher.
    c. Uses the duplicating machines to run off materials for the teacher.
    d. Does any other job as directed by the teacher.

4. Student Grader: (Six percent extra credit per quarter)
    a. Checks workbooks or homework. (Does not check problems in his own area of concentration.)
    b. Does any other job as directed by the teacher.

## DIVISION OF WHOLE NUMBERS AND DECIMALS

Flow Chart



### Miida 800, 1214 or ElDorado

Example, 400/25 = 16

1. Depress C
2. Depress 400
3. Depress ÷
4. Depress 25
5. Depress + =
6. Read 16 from screen

Use 1214, 1213P or ElDorado (decimal setting)

Example: 1.6./0.37 = 4.34 (Round off to the nearest 1/100

1. Set decimal setting on 2
2. Depress 1.61
3. Depress ÷
4. Depress .37
5. Depress + =
6. Read 4.35 from screen

### PRACTICE PROBLEMS:

1. Full Screen: Set Miida 1214 on N or ElDorado on F

(a) 1225/25 = (b) 28.1634/2.354 = (c) 1/0.025 = (d) 16/17 =

2. Round off to nearest whole number: Set Miida 1214 or 1213P on 0

(a) 84/20 = (b) 1.663/0.041 = (c) 0.162 X 17 = (d) $1.75 X 5.67 =

3. Round off to nearest 1/100: Set Miida 1214, 1213P or ElDorado on 2

(a) 10,612/5280 = (b) $10.58/7 = (c) 0.078 X 7.8 = (d) $1.56 X 2.18 =

4. Round off to nearest 1/10000: Set Miida 1213P or ElDorado on 4
(a) 78/15 = (b) 0.001236/4.136 = (c) 1.6432 X 9.876 =

5. Find the average of the following numers:

(a) 78, 88, 68, 86, 80, and 92 (b) 1.42, 6.78, 4.32, 3.68, and 4.05

(c) Round to nearest whole number: 89, 77, 68, 81, 94, and 99

(d) Round off to nearest 1/100: 1.432, 9. 870, 6.8565, and 3.684

(e) Round off to nearest 0.0001: 0.00067, 0.00056, and 0.00765

LAKESHORE Technical Institute

Frederick J. Nierode
District Director

VOCATIONAL, TECHNICAL AND ADULT EDUCATION-DISTRICT ELEVEN
843 JEFFERSON AVENUE PHONE 414-458-4183
SHEBOYGAN, WISCONSIN - 53081

February 19, 1973

GED PROGRAM FOR STUDENTS OF HIGH SCHOOL AGE

I. Enrollment

A. Students must be 16 years of age to enter the GED Program.

B. Students 18 years of age enter the program as an adult.

C. Students under 18 years of age must have a written statement from the superintendent or principal of the school the student is attending that would indicate that the GED is the best available method to have the student complete the high school program.

D. Students enrolled in the Adult Learning Center must be enrolled for a specific time. This time is to be coordinated between the public school and the Adult Learning Center.

E. The Adult Learning Center is not responsible for mandatory attendance. Accurate records will be kept of the attendance of each individual and such data will be furnished the public schools upon request.

II. Process Within the GED Program

A. Each student starts the program by completing the wide-range achievement test.

B. Students are slotted into the program at the level of performance as indicated by the wide-range achievement test.

C. The basic program is established for 16 weeks, 5 hours per day. It is not necessary to attend on this basis but this amount of time was determined to be the average time for an individual with a tenth grade background to complete the GED program.

III. Completion of the GED Program

A. When all necessary learning experiences have been completed, the student is scheduled for the GED exam.

B. Upon reaching the 19th birthday, the results of the GED examination will be submitted to the Department of Public Instruction, State of Wisconsin, for issuance of equivalency certificate. The results of the examination may be submitted to an employer at the employers request with approval of the student.

IV. Cost of the Program

A. Students over 18 years of age who are not public school students pay a fee of $3.00 per 30 hours of instruction.

B. Students under 18 years of age are charged $1.00 per hour of instruction. The payment of this fee must be arranged by the public school that the student is attending from.

C. Non-expendable materials are furnished in the Adult Learning Center. Expendable materials must be purchased by the student.

V. Place of Training

A. The Adult Learning Center in Sheboygan is located at 507 North Eighth Street, Phone: 682-9181.

452-3611

# PROPOSED ARC WELDING COURSE - JOB ENTRY

PREPARED BY: Marvin Schrader and George Zimmerman 3/13/73

TIME REQUIRED: 75 hours

GOAL: The student will develop a basic knowledge of the arc welding process, safety in welding and competencies in welding, welding related mathematics and welding related blueprint reading to the extent that he can enter the job market as an entry level welder.

GENERAL OBJECTIVES:

1. To gain an appreciation of the scope and importance of welding in industry.
2. To become aware of the occupational opportunities and requirements in the field of welding.
3. To obtain a basic knowledge of the welding processes, electrodes and equipment.
4. To develop basic welding skills through student practice in the shop.
5. To plan and execute sound weldments and elementary welding.
6. To learn to weld mild steel.
7. To develop a safety conscious, cooperative, working attitude.
8. To provide students with sufficient technical understanding of the various tools, machines and equipment used in welding.

CONTENT:

I. Safety

- A. General Safety Practices
  - 1. Understand your welder
    - a. Know how to operate
    - b. How to set machine
    - c. How to set polarity

  - 2. Keep welding accessories in good working condition
    - a. Danger and hazard of loose cables
    - b. Danger and hazard of exposed conductors

  - 3. Wear good protective equipment
    - a. Select protective equipment for the job
    - b. Proper storage

V. Related Welding Blueprint Reading

1. Use of blueprints
2. Sketching
3. Extension and dimension lines

VI. Orientation to the Welding World

1. Job opportunities
2. Job conditions
3. On-site visitations

## MATERIALS

Westinghouse Learning Corporation - slides, tapes and printed materials for welding ($300 @ $15.00/student)

- printed program materials available for blueprint reading, for use in adaptation or development

## MODE OF INSTRUCTION

It is anticipated that the instruction could be individually paced, with a student able to progress to the next step when he has gained the competency desired.

I. Safety (continued

4. Keep flammable material away from welding area
    a. Types of flammables
    b. Type of fire extinguishers to be used

5. Keep tools away from immediate welding area
    a. Proper tools
    b. Adequate storage

6. Avoid breathing toxic fumes
    a. Personal protective equipment
    b. Proper shop exhaust system
    c. First aid techniques

7. Proper method of handling of hot metal
    a. Tongs
    b. Asbestos gloves

8. Fire prevention or protection
    a. Fire extinguishers
    b. Guards

II. A.C. Fundamentals

1. Set polarity
2. Set amperage for metal thickness and electrode
3. Selection of electrode (60-11 and 60-13)
4. Metal preparation
5. Strike and regulate an arc
6. Run a bead
7. Run weave (whip) weld
8. Do padding

III. Horizontal Position Welding - 3/8" Metal Thickness Maximum

1. Make tack weld
2. Make square butt welds
3. Make V-butt welds
4. Make lap weld
5. Make fillet weld
6. Make corner weld
7. Make edge weld

IV. Related Welding Math - Problems Would be From the Welding Trade

1. Addition of whole numbers and fractions
2. Subtraction of whole numbers and fractions
3. Multiplication of whole numbers and fractions
4. Division of whole numbers and fractions
5. Linear measure using steel rules
6. Surface measure using steel rules

## A FOLLOW-UP STUDY OF NORTH HIGH SCHOOL
## 1962, 1964-71 GRADUATES

### Purpose

The success of a school district is determined by what happens to their graduates after they leave the school system. The accountability of a school system should be the graduate's ability to be successful in changing situations involving the world of work and other areas. The system should be reacting to feedback from the graduates involving curriculum and services.

The graduates' reactions to the effectiveness of the curriculum and available services become apparent when statistical analysis is made of the data. The results then suggest if there is need for change. If there is need for change, then the school must decide on how to bring about change to meet the needs of the students that are still in school.

A follow-up study gives direction and feedback, to a school system, that is needed if it is to stay relevant. Opinions of graduates more than several years removed are needed to give it depth along with opinions of the recent graduates. A follow-up study must not be given just one time and never again. It must be continued so as to show change and accountability.

### Method

A random selection of graduates from North High School between years 1962 - 1971. A survey letter and questionnaire was sent to their last known address and a follow-up letter and questionnaire to those that did not respond. The data was collected and a series of chi square ($x^2$) significant levels were tested on the "problem" section of the questionnaire. The other sections and the "problem" section were totaled into a combined section. Remarks are made from the combined section that represents graduates from years 1962, 1964-71.

No attempt was made to statistically analyze the total of each individual year. Through graphing, it was apparent that the individual years differed little from the composite involving the "problem" section.

### Limitations

The number one limitation is the number of returned questionnaires. The total response was approximately 50 percent. This is lower than the goal of 80 percent. However, the actual percentages of graduates from North going to college, technical school or to work approximate the percentages in the study.

Opinions, sometimes do not represent the facts. Parts of this study are based on the opinions of the graduates. However, the opinions expressed in the study do give an indication of how the graduates feel about certain problem areas.

Another limitation is the size of the questionnaire itself. It was impossible to ask all the questions that might have been asked with that size. Some questions should have been more specific. Questionnaire interpretation by some graduates is another limitation. The confusion by several graduates on individual questions was evident. The bias effecting the study because of the type of person that will fill out a questionnaire in comparison to a person that will not fill one out has an effect on any study. The impact is impossible to evaluate.

Overall the limitations are acceptable and the study has important value. When the results of the study are considered, the stated limitations do not negate the value of the findings; because the limitations did not skew the results unacceptably. The results are valid and must be considered.

## Findings

It is interesting to note that out of the 107 people responding: approximately 5 percent are unemployed, seeking work; 54 are working full time and 21 part time for a total of 75 workers out of 107 people; 28 are in school full time on the post-secondary level: and several people are in the armed service.

When it came to finding a job, most graduates had to find one on their own efforts. The employment service was effective in only nine cases. The school was effective in ten cases. The need for the school to become more involved in job placement information is apparent. This is especially true when 90 out of 107 felt that a placement service should be set up by the school. Placement now exists in an educational form, but it must be extended to include job information for those persons not going on for further education if the school is to meet the needs of all students.

A majority of the questionnaires (85) indicated at least some education beyond high school. Many in post-secondary education did not finish or transferred to a different type of education. Those going to college studied in about 24 different disciplines. A problem is the large number in the teacher training field. About 20 from the study are in some form of teacher training which spells difficulty for them when they try to find a job. The women graduates of the study who went to college are almost totally in just two areas of study --teaching and nursing.

In technical education 13 areas of study were chosen. The graduates did not concentrate in just a few areas, but spread out into many different offerings.

The number of different full and part time jobs participated in by North graduates is surprising. The wage scale ranged from tips and commissions to a high dollar amount of 14,000/year. The majority stated that they were satisfied with their job. However, 41 would change occupations if given the opportunity. There is perhaps more dissatisfaction than shows on the surface. The graduates work or have worked for a least 63 different organizations.

A very interesting section of the study is the ratings that the school received concerning help that it gave the graduates in differing problem areas. The problem areas ranged from "use of... spare or leisure time," "understanding the world of work," "using good English" to "thinking through problems."

In the graduates opinion, it is quite apparent that in the basic "three r's" the school seemed to have succeeded in some measure. But, in the attempt to go beyond basic training to meet other needs, the school has not been as successful. The only area of success outside of the "three r's" is in helping people get along with others. Getting along with others is important. However, the areas which included "taking part in community and civic affairs," "marriage and family affairs," and "getting a job" were disasters. "Thinking through problems" was mediocre in their opinion.

Four problem areas did not statistically come out beyond the level of chance. However, it is important to look at the problem areas so rated. "Preparing you for your work," "understanding the occupational possibilities of the subjects that you took," "understanding the world of work," and "understanding your abilities and interests" did not rate statistically above chance. The most acceptable reason for this, I believe, is that students do not understand the relationship between education and the world of work. Because of this they do not have a meaningful opinion about those problem areas.

If the school's only job is to teach the "three r's," then, according to opinions and statistics, it has succeeded to a somewhat acceptable level. However, if the school is accountable and responsible for a broader education than that, then it should consider the study results. The entire problem area section of the study has a chi square ($x^2$) significance of at least the .001 level. There is less than one chance in 1000 that the results are due to chance.

### Recommendations

1. Set up an articulated placement program from K-12.
2. More should be done about the number of college bound students going into teacher training. All students must be aware of more options open to them. A need for a change of student attitude and for more career information. This should start in the elementary school to be more effective.
3. More information about the world of work incorporated into the curriculum at all levels in all subject areas.
4. Additional curriculum changes involving: a) leisure time, b) community affairs, c) marriage, d) understanding of abilities and interests, e) use of money, and f) how to apply the thinking process to problems.
5. The need for counselor and L.V.E.C. input into curriculum.

## QUESTIONNAIRE FOR FOLLOW-UP STUDY OF NORTH HIGH SCHOOL GRADUATES

(Confidential)

### I. Personal Information

A. Name________________________________________
(First) (Last) (Maiden, if Married)

Permanent Address________________________________

Year Graduated From North__________________

B. Are You: 1. Single___ 2. Married___ 3. Divorced or Separated___

C. Are You:

1. Working, full time ___
2. Working, part time ___
3. In business for self ___
4. Unemployed, seeking work___
5. Not seeking employment___
6. In school, full time ___
7. In school, part time ___
8. In armed service ___
Branch__________________

### II. Educational Information

A. Please list additional education or training you have had since leaving high school.

| Training Institute | Course Taken or Apprenticeship | Degree or Diploma | Dates |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

B. Are you satisfied with your present training situation? YES___ NO___

### III. Career Information

A. If you are or have been employed, please describe the jobs that you have held since leaving high school.

| Employer or Firm | Job Title or Kind of Work | Salary or Wage | Dates |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

B. Are you satisfied with your present job situation? YES___ NO___

C. If you had an opportunity to change occupations, what occupation would you choose?______________________________

IV. Please Rate the Help Your High School Gave You On the Following Problem Areas.

| | The High School Helped You: | | | | |
|---|---|---|---|---|---|
| Problem | A Great Deal | Very Much | Some-what | Little or None | Would Have Liked More |
| A. Using your spare or leisure time | ___ | ___ | ___ | ___ | ___ |
| B. Taking part in community and civic affairs | ___ | ___ | ___ | ___ | ___ |
| C. Marriage and family affairs | ___ | ___ | ___ | ___ | ___ |
| D. Getting a job | ___ | ___ | ___ | ___ | ___ |
| E. Preparing you for your work | ___ | ___ | ___ | ___ | ___ |
| F. Understanding the occupational possibilities of the subjects that you took | ___ | ___ | ___ | ___ | ___ |
| G. Understanding the world of work | ___ | ___ | ___ | ___ | ___ |
| H. Getting along with other people | ___ | ___ | ___ | ___ | ___ |
| I. Preparing for further education or training | ___ | ___ | ___ | ___ | ___ |
| J. Understanding your abilities and interests | ___ | ___ | ___ | ___ | ___ |
| K. Ability to read well | ___ | ___ | ___ | ___ | ___ |
| L. Using good English | ___ | ___ | ___ | ___ | ___ |
| M. Using basic mathematical skills | ___ | ___ | ___ | ___ | ___ |
| N. Using your money wisely | ___ | ___ | ___ | ___ | ___ |
| O. Conducting your own business affairs | ___ | ___ | ___ | ___ | ___ |
| P. Thinking through problems | ___ | ___ | ___ | ___ | ___ |

V. Name High School Courses or Activities That Have Been of Particular Help to You in Your Present Schooling or Job.

______________________________________________________________

VI. What Courses or Activities Do You Think Should Be Added to the Present Ones Offered?

______________________________________________________________

VII. Which One of the Following Helped You the Most in Getting Your First Steady Job?

1. Parents or Relatives ____
2. Friends ____
3. Newspaper ____
4. Employment Service ____
5. School (teacher____, Counselor____, other____)
6. Own Efforts ____

VII-A. Should the High School Set Up a Placement Service for Students? YES___ NO___

If yes, would a placement service have been helpful to you? YES___ NO___

VIII. Do You Have Any Additional Suggestions That Would Be Beneficial For Future Graduates of This High School? (Please place on back of this page)

IX. General Comments: (Please place on back of this page)

## COMBINED RANDOM SELECTIONS

## DATA FROM FOLLOW-UP STUDY
NORTH HIGH GRADUATES
1962, 1964-71

### I. Personal Information

B. Are You: 1. Single - 72 2. Married - 35 TOTAL - 107
Men - 40: Women - 67:

C. Are You:

| | | | |
|---|---|---|---|
| 1. Working, full time ....... | 53 | 5. Not seeking employment . | 7 |
| 2. Working, part time ....... | 21 | 6. In school, full time ... | 28 |
| 3. In business for self ..... | 1 | 7. In school, part time ... | 0 |
| 4. Unemployed, seeking work . | 6 | 8. In armed service | |
| | | Army ................. | 1 |
| | | National Guard ....... | 1 |

### II. Educational Information

Training Institutions

(a) One and two year schools - 29

| | | | |
|---|---|---|---|
| Lakeshore Technical Institute . | 18 | Madison Area Technical College .. | 1 |
| N.C.T.I. ...................... | 1 | E.C.P.I. ........................ | 1 |
| Holy Family School of Nursing . | 1 | Marvel School of Beauty Culture . | 1 |
| N.W.T.I. ...................... | 1 | United Airlines School .......... | 1 |
| Deaconess Hospital ............ | 1 | Squibb .......................... | 1 |
| Accredited Beauty Culture ..... | 1 | Mount San Antonio Jr. College ... | 1 |

(b) Four year schools - 56

| | | | |
|---|---|---|---|
| Marian College ................ | 1 | Ricks College ................... | 1 |
| U. of W. - Platteville ........ | 1 | Calvin College .................. | 2 |
| U. of W. - La Crosse .......... | 1 | New York University ............. | 1 |
| U. of W. - Sheboygan .......... | 4 | Heidelberg College .............. | 1 |
| Valpariso University .......... | 1 | Illinois College of Optometry ... | 1 |
| St. Olaf College .............. | 2 | Loretto Heights College ......... | 1 |
| Concordia Teachers College .... | 2 | University of Illinois .......... | 2 |
| Layton School of Art .......... | 1 | Northwestern College ............ | 1 |
| U. of W. - Madison ............ | 7 | London University ............... | 1 |
| U. of W. - Stevens Point ...... | 3 | U. of W. - Whitewater ........... | 1 |
| U. of W. - Oshkosh ............ | 1 | Marquette University ............ | 1 |
| Carroll College ............... | 1 | St. Norbert ..................... | 1 |
| U. of W. - Green Bay .......... | 2 | Dordt College ................... | 1 |
| Cornell University ............ | 1 | Cardinal Stritch College ........ | 1 |
| U. of W. - Milwaukee .......... | 4 | Northern Illinois University .... | 1 |
| Lakeland College .............. | 4 | University of South Florida ..... | 1 |
| U. of W. - Eau Claire ......... | 2 | | |

(c) Post-secondary school changes

U. of W. - Sheboygan to L.T.I. - 3
Grand Rapids to U. of W. - G. B.
Lawrence to L.T.I.
 to U. of W. - Sheboygan
U. of W. - Milw. to Un. of Vienna
Lawrence to L.T.I.
 to Pomona College
U. of W. - Oshkosh to L.T.I.
U. of W. - Stout to L.T.I.
Milw. Area Tech. College
 to U. of W. - Milwaukee
U. of W. - Oshkosh to Un. of Minn.
 to U. of W. - Green Bay

(d) Courses attempted or completed in post-secondary

Machine Tool
Nursing - 5
Engineering - 2
General
P. E.-Health
Fashion Merch.
Auto Mech. - 2
Child Care
Music - 6
Education - 12
Bus. Adm. - 3
Psychology - 2
Art - 2
Soc. Work - 3
Bacteriology
Journalism
English - 3
Clerk-Typist - 3
Diesel Mech.
Biology
Pre-law
Beautician - 2
Indust.-Rel.
Dental Hygiene
Sociology
R. N. - 2
Architecture
Chemistry
Data Processing
Optometry
Welding
Mason App.
Marketing - 2
Accounting - 3
Electricity
Nuclear Medical Technology
Reading
Mech. Drafting
Aviation
Criminal Justice

(e) Are you satisfied with your post-secondary education? Yes - 74: No - 12

## III. Career Information

(a) Part or full time jobs - wages (when given)

| Jobs | Wages | Jobs | Wages |
|---|---|---|---|
| Machine Operator | $3.04/hr. | Nurse Aide | $1.92/hr. |
| | $3.35/hr. | | $2.01/hr. |
| Factory | $2.00/hr. | Student Engineer | $3.32/hr. |
| Head of Dept. (Dept. | | Waitress | $1.20 + tips |
| Store) | $1.90/hr. | | $1.25 + tips |
| | $220/month | | $1.45/hr |
| Enamel Trucker | $4.00/hr. | | $2.00/hr. |
| Office Clerk | $2.08/hr. | Yard Goods Clerk | $1.75/hr. |
| | $1.75/hr. | Clerk | $1.80/hr. |
| Sub-Clerk | $2.65/hr | Clerical Claims | $2.25/hr. |
| Nurse Asst. | $2.13/hr. | Kitchen help | $2.43/hr |
| Playground Leader | $2.10/hr | Photo Slide Binder | $1.60/hr. |
| Maintenance | $125/month | Handy man | $3.03/hr. |
| Asst. Manager | $300/month, | Stock girl | $1.60/hr. |
| | Commission | Stenographer | $475/month |
| Mechanic | $2.00/hr. | Credit Manager | ______ |
| Spray Painting | $7.00/hr. | Winder | $2.04/hr. |
| Camp Counselor | $35/week | Cook | $2.00/hr. |
| Teacher | $8,600/yr. | Reg. Nurse | $3.50/hr. |
| | $8,500/yr. | Kitchen helper/ | |
| | $8,100/yr. | waitress | $450/month |
| | $5,500/yr. | House Painting | $2.25/hr. |
| | $3,800/yr. | Manager | $160/week |
| | $7,375/yr. | Sect. to President | $3.00/hr. |
| | $21/day | Staff Nurse | $685/month |

(a) Continued

| Jobs | Wages | Jobs | Wages |
|---|---|---|---|
| Cashier | $65/week | Financial Counselor | $7,700/yr. |
| Delivery Person | $1.90 + tips | Deburror | $3.13/hr. |
| Architect | $3.00/hr. | Dental Asst. | $77/week |
| Beautician | Commission | L.P.N. | $3.25/hr. |
| Welder | | Mason | $6.12/hr. |
| Receptionist | $1.85/hr | Stringer | |
| Laborer | $200/week | Saleswoman | $2.25/hr. |
| Institutional Aide | $655/month | Child Development | |
| Professional Muscian | Varies | Worker | $322/month |
| Pottery handyman | $2.25/hr. | Accountant | $7,000/yr. |
| Secretary | $1.60/hr. | | $140/week |
| Bartender | $2.50/hr. | Helicopter Pilot | $25/day |
| Storeroom Clerk | $3.60/hr. | Administrative Asst. | $3.69/hr. |
| Air Stewardess | | Financial Analyst | $7,500/yr. |
| Engine Assembly | $850/month | Nuclear Medical Tech. | $7,3[illegible]/yr. |
| Chemist | $650/month | Draftsman | $630/month |
| Utility girl | $2.20/hr. | Vice-President | |
| Air Force | | Army | |
| Supervisor | | College Instructor | |
| Policeman | $14,000/yr. | Engineer | $12,000/yr. |

(b) Are you satisfied with your job? Yes - 73: No -12

(c) If you had an opportunity to change occupations, what occupation would you choose? 41

Nurse - 4
Key Punch
Teacher - 8
Manager - 3
Electronics - 2
Bum
Comm. Artist
President
Politician
Public Affairs
Loan Officer
Business for Self (Manufacturing)
Deaconess
Interior Decorating
Law
Guidance
Writer
Truck Driver
Indust. Design Artist
Nursery School Teacher
Cinema
Carpenter
Secretary
Art Dealer
Social Worker
Comm. Pilot
Businessman
State-Federal Law Enforcement

(d) Employers or firms graduates are employed by (part or full time)

St. Nicholas Hospital - 2
J. C. Penny Co. - 3
Kohler Co. - 8
Heritage Mutual Ins. - 2
Sheboygan Rec. Dept. - 2
Wigwam Mills - 2
City of Sheboygan - 2
Memorial Hospital - 2
Sears - 2
So Fro Fabric
Burger Chef
Columbia Hospital
Marshfield Board of Education
Rehabilitation Center
A & M
Central Wisc. Colony
Sapiro, Kristal & Co.
Wisc. Power & Light
United Airlines
Rudyard Area Schools
Jungs Inc.
Boy Scouts of America
City of Cudahy
Manitowoc Engineering
Mayline Co.
Linton Cafe
Gimbels
Army
Prange
Kiddies Camp
John Wolfest Decorating
New York Un.
Pizza Pit
Southern Baptist Hospital
Milw. Sentinel
Woodward State Hospital
Durwards Supper Club
Sheb. Retirement Home

(d) Continued

Int'l Dairy Queen
Lave Manufacturing
Mickelson Motors
Security Pacific National Bank
Bloomington Schools
Post Office
U. W. - Madison
Leverenz Shoe Co.
Vollrath Co.
Deaconess Hospital
YMCA
Congregational Homes
Father & Sons Shoes
Town & Country
Hydraulic Tools
Manitowoc Shipyard
Regis
Wells Dept. Store
Elmbrook School
National Guard
Oostburg Christian School
County Medical Center
Kaneland Comm. School
Air Force
Un. of Illinois
Fails and Assoc., Inc.

IV. Rate Help By High School - OBSERVED

| Problem | Good Deal | Very Much | Some- what | Little or None | |
|---|---|---|---|---|---|
| A. Spare Time | 5 | 13 | *52 | 34 | $x^2 = 10$ (.02 level) |
| B. Part in Community | * 0 | 13 | *49 | 41 | $x^2 = 20$ (.001 level) |
| C. Marriage | * 2 | * 5 | *30 | *67 | $x^2 = 64$ (.001 level) |
| D. Getting Job | 8 | *11 | *26 | *54 | $x^2 = 29$ (.001 level) |
| E. Preparation for Work | 12 | 21 | *30 | 34 | $x^2 = 2$ (----) |
| F. Occupational Possibilities | 10 | 19 | 42 | 32 | $x^2 = 1$ (----) |
| G. Understanding World of Work | 4 | 21 | 45 | 34 | $x^2 = 3$ (----) |
| H. Getting Along With Others | *15 | *41 | 36 | *12 | $x^2 = 25$ (.001 level) |
| I. Prep. for Further Education | *21 | *34 | *29 | 17 | $x^2 = 24$ (.001 level) |
| J. Understanding Abilities | 12 | 27 | 42 | 18 | $x^2 = 4$ (----) |
| K. Read Well | *17 | *34 | 34 | 14 | $x^2 = 17$ (.001 level) |
| L. Good English | *16 | *40 | 41 | * 8 | $x^2 = 29$ (.001 level) |
| M. Basic Math | *16 | *33 | 42 | *12 | $x^2 = 17$ (.001 level) |
| N. Using Money | 4 | 15 | 37 | *46 | $x^2 = 13$ (.01 level) |
| O. Conduct Own Business Affairs | 6 | 16 | 34 | 43 | $x^2 = 8$ (.05 level) |
| P. Thinking Through Problems | 9 | 24 | *54 | 14 | $x^2 = 13$ (.01 level) |
| | s=5.8 | s=10.4 | s=7.8 | s=17 | |
| | $\bar{X}$=9 | $\bar{X}$=22 | $\bar{X}$=33 | $\bar{X}$=29 | |
| | * ± s | * ± s | * ± s | * ± s | |

$x^2 = 310$ significant at the .001 level

### IV. Rate Help By High School - EXPECTED

| Problem | Good Deal | Very Much | Somewhat | Little of None |
|---|---|---|---|---|
| A. Spare Time | 10.0 | 23.5 | 39.9 | 30.6 |
| B. Part in Community | 10.0 | 23.3 | 39.5 | 30.3 |
| C. Marriage | 10.0 | 23.5 | 39.9 | 30.6 |
| D. Getting a Job | 9.6 | 22.4 | 38.0 | 29.1 |
| E. Preparation for Work | 9.4 | 21.9 | 37.2 | 28.5 |
| F. Occupational Possibilities | 10.0 | 23.3 | 39.5 | 30.3 |
| G. Understanding World of Work | 10.0 | 23.5 | 39.9 | 30.6 |
| H. Getting Along with Others | 10.0 | 23.5 | 39.9 | 30.6 |
| I. Prep. for Further Education | 9.8 | 22.8 | 38.7 | 29.7 |
| J. Understanding Abilities | 9.6 | 22.4 | 38.0 | 29.1 |
| K. Read Well | 9.6 | 22.4 | 38.0 | 29.1 |
| L. Good English | 10.1 | 23.7 | 40.3 | 30.9 |
| M. Basic Math | 10.0 | 23.3 | 39.5 | 30.3 |
| N. Using Money | 9.9 | 23.0 | 39.1 | 30.0 |
| O. Conduct Own Business Affairs | 9.6 | 22.4 | 38.0 | 29.1 |
| P. Thinking Through Problems | 9.8 | 22.8 | 38.7 | 29.7 |

### IV. Rate Help By High School - CHART

y axis = Rating: Good Deal-Very Much
x axis = Rating: Somewhat-Little or None

The letters on the chart represent Section IV, problem areas.

The letters in the upper left part of the chart indicate a more positive attitude by the surveyed graduates toward the school concerning those problem areas.

The letters in the lower right part of the chart indicate a more negative feeling by the surveyed graduates.

```
(y axis)
 70
 65
 60
 55HL
 50 K        M
 45 I
 40      *J
 35         *E  P
 30         *F
 25                  *G
 20                O  D AN
 15                         B
 10
  5                            C
   50 55 60 65 70 75 80 85 90 95 100 (x axis)
```

*Not statistically significant using $x^2$.

### VII. Which One of the Following Helped You the Most in Getting Your First Steady Job?

| | |
|---|---|
| 1. Parents or Relatives | 20 |
| 2. Friends | 8 |
| 3. Newspaper | 1 |
| 4. Employment Service | 9 |
| 5. School: Teacher | 5 |
| Counselor | 3 |
| Other | 2 |
| 6. Own Efforts | 49 |

VII-A. Should the High School Set Up a Placement Service for Students? Yes - 90: No -

If yes, would a placement service have been helpful to you? Yes - 41: No - 47

V. Name High School Courses or Activities That Have Been of Particular Help to You in Your Present Schooling or Job.

Shop Courses - 2
Auto Mechanics
Electricity
Drafting - 3
Metals
Mech. Drawing - 2
Chemistry - 11
Biology - 6
Physics - 4
Adv. Biology - 3
Science
Math - 14
Algebra - 2
Geometry - 2
Adv. Math
Trigonometry
History
Social Studies
Geography
Drawing
Art - 7
Secretarial Courses
Distributive Ed. - 2
Typing - 11

Filing
Business English - 3
Economics - 2
Shorthand - 2
Bookkeeping - 4
Office Practice
Accounting
Business Math
Bus. Machines - 2
Social Problems - 7
3 R's
Psychology - 5
Humanities
Intro. to Nursing
Child Development
Marriage & Family - 2
Home Economics I
Sewing
Clothing
Foods
English - 23
Literature
Speech - 3
Journalism
Woodworking

Debate
Plays
Dramatics - 2
Orchestra - 3
Music - 5
Band - 3
Chorus - 2
Physical Ed. - 3
Modern Dance
Synchronized Swimming
French
German - 2
Foreign Language
College Prep - 2
Squad Leading
School - Treasurer
Cheerleading Capt.
National Honor Society
F.T.A. - 2
Student Council - 2
Polaris Editor
Service Com. Chairman
Junior Rotarian
Publicity Comm.
Sports

VI. What Courses or Activities Do You Think Should Be Added to the Present Ones Offered?

Reading Program - 2
Reading Skills
Spelling
Adv. Literature
Fine Arts
Music Appreciation - 2
Basic Theory for Musicians
Counterpoint for Musicians
Music Theory - 3
Music Literature
Music History - 3
Science Labs
Logic
Calculus
Algebra
Geometry
Management
Personal Finance - 2
Business Courses Mandatory
Economics - Mandatory
Business Courses - 2

Business Management
Typing (College Prep)
Bookkeeping
Business Fund.
Economics
Marketing
Accounting
Welding
Plumbing
Masonry
Mechanics Class (All Girls)
Shop (College Prep)
Woodworking (College Prep)
Electricity (College Prep)
Trades Course
Mechanics (College Prep)
Pre-Engineering & Industry Course (College Level)
Fashion Merchandising

Teacher Ed. for F.T.A.
Seminar Courses
Work-Study - 2
In-Service Training
Understanding Nat'l Sciences
Medical Career Oriented Courses
ROTC
Ecology
Human Relationships
Occupational Preparation
Understanding Abilities
Extension in Drugs & Delinquency
Managing Your Home
Problem Solving
Anthropology
Anthology of Religion
Philosophy - 2
Psychology - 2
Problems: Living in the Outside World

## VIII. Do You Have Any Additional Suggestions That Would Be Beneficial For Future Graduates of This High School?

"To become active members of outside organizations. Meet as many different people as possible. Go on and receive some type of further education. The differences in salary is astounding."

"I think that future graduates should stick to one course of study instead of selecting between practical Arts, College Prep, and Business Education."

"Greater stress could have been put on occupational applications of the subjects offered. The student would then get a better idea of the importance of the subject outside the school."

"The guidance departments should more actively encourage good students to apply to highly selective out of state private schools. I have found my training more than adequate in preparing me to compete at an eastern school. North High prepared me well.

More students should be encouraged to apply to these schools. They should be given help in securing aid, it they need it.

Definite AP courses should be offered."

"For your question No. VI I said Teacher's Education. I meant a preparation for students who plan on being teachers. Like the courses to expect in college, how many years one needs to get their BS or Masters. The reason I say this is when I went to school {college] I expected so much more then what was offered. I think you can help the Seniors prepare themselves to decide which way to turn, if you tell them early enough they can switch their futures to something they will like before they have to find out by themselves. One can waste a lot of their life, searching. This course may not solve everyones problem but it will set a few people straight on what to expect. It's kind of important, simply because the adjustments, the new surroundings."

"More Career Day - type programs could be planned--few kids at 17 or 18 know what they want to do and high schools don't do enough to help."

"Better (informed) counseling is certainly needed (from my experience). I was advised (as a high school student) to attend a school that had no school of architecture--but the counselors didn't know that."

"Begin personal finance courses that would emphasize personal aspects of obtaining credit, buying life insurance, credit management, and home buying. Graduates seem to be prepared for work but have little or no knowledge of elementary personal finance. I first took a course like this at Marquette and found it very rewarding."

VIII. Continued

"No, not really. A system can change now and then over the years but people will always be the same. Some are reached, some are alienated. There will always, no matter what attempts may be made, be people in high school who just don't care and aren't interested at all."

IX. General Comments:

"I think that the students should get more advice in what the future will be like. They should be more informed on jobs, business matters and general problems when you're on your own. When I got out of high school I didn't know what I was going to do. Students should have more counseling in the future."

"What I learned when I went away to school was more personal experiences than an education itself. High school is, in a way, a sheltered little world, you are with the people you've grown up with. When you go away to school--you have to make an effort to meet new people and you are away from your parents. North High School did help me prepare for college--I took the right courses."

"I disliked high school very much because the classes I had been suggested to take were uninteresting and not at all related to my interests. Nothing stimulated me there. The school itself was ridiculous--they treated us like prisoners with requiring passes to walk around the halls. They had no respect for those who were mature enough to be considered adults. The drug problem was bad, student smoking lounges were badly needed. Overall more freedom, better class subjects, better parking situations, and changes in staff would be a step in the right direction."

"I've found at [college] that most other students had superior mathematical preperation. Much of our science and math courses would have been made much easier if I would have had some form of Calculus more than what the Adv. Math II course offer. In particular, urge the teachers to introduce the integral by using the appendix in the back of the book. I found this to be very helpful. More math would be a better advantage for the student."

"I would have liked a job as a typist and general office worker, but I'm satisfied with my present situation. I am a wife and mother and wouldn't give it up for the world."

"Re: Counselors--The kids are sometimes forced to take courses they aren't at all interested in simply because that said course which was their preference had been filled. Better class arrangement here and accomodation would prevent this and also it would help the student by giving him the desired classes and avoid a wasted year or possible two."

IX. Continued

"After my first semester of college, I realized how inadequate my high school preparation had been, especially in science and math, and, to a lesser extent, German. The exception was Advanced Biology, which is still a big help. (I'm taking many advanced zoo. courses and am a bacteriology major). One BIG shock was an introductory chemistry course--the level was so much above my high school course that I felt it was an almost totally new subject. I would suggest a greater level of difficulty in college prep courses and adding more in different fields."

"In grade school we learn to read, write, use mathmatics, and we are also taught the discipline of these.

After having these basic capabilities engraved in our brains, our high school curriculum insists on our retaining countless, worthless facts which it seems to me, was not only a waste of my time, but yours also.

Other than improving the use of our language somewhat, my education from high school is useless. Had these endless hours been spent preparing myself for a career after graduation, I would have been the better off. True, I may now know hundreds of things I didn't before, but I will never be able to use them constructively, and they will lie dormant.

I would suggest improving the standards of "blue-collar" education facilities. Not everyone is going to be needing higher education and much of the material taught today is useless."

"I believe I worked harder in high school than most of my college friends... had. Two years in college with these people seem to indicate to me that I am not really a lot less intelligent, but rather experienced a more challenging and helpful high school educational program than many of my college friends."

"Hearing from others about how North High School is today, I feel that the students are being benefitted in that they have more of a choice in subjects (ex. English) rather than feeling obliged to take a course."

"How about sending another one after we graduate from college and get a job? Wouldn't that be more beneficial to you?"

"This is a poor questionnaire for college students because many of the questions are directed completely toward graduates who work full-time or who have had technical training either in high school or after."

"Break down the social class barrier."

IX. Continued

"For myself to say, is of course only as it applies to me--through my experiences. I wish now, that I had learned earlier about the different technical programs available, even though I was taking a College Prep. course in high school. I feel that the area, of what was available in the Technical College programs, was left very much so in the dark.

Thank you for letting me participate in this questionnaire. I think a lot of improving is needed so that students have all the chances possible to choose their career."

"The greatest thing that helped me academically (as well as every other area) was inviting Jesus Christ into my life personally in Oct. of 1969, my freshman year at college. This freed me of my sin guilt and also gave peace and purpose to my life. I believe Jesus living through me, as He promises He can (John 10:10, Rev. 3:20) has been the greatest boost and eternal boost (I John 5:14-15) and has meant contentment and growth for nearly 3 years, which of course will continue.

He opens an opportunity to receive Him to everyone (John 3:16) and this is what I feel is the best thing that can and will be shared with high school students by me."

"I have always found questionnaires of this type to be silly, fruitless, a general waste of time and myself just as foolish for answering them. After some token effort to glance at these, I'm sure they will end up in the circular file. When I went to high school, courses were regitly taught, there was little opportunity for chosing classes because everyone had to meet "requirements" and the one or two teachers who attempted to use originality and imagination in teaching methods, who wanted to break away from rote systems, lesson plans and weekly quizes were black-listed by the principle, Board of Education, Superintendent of Schools, people who insist that students must be categorized, pigeon-holed, etc. so they will fit into a "system." Any deviation, any freedom allowed in the teaching process might turn out non-productive members of society. And after all, we do have "standards" to meet. I know very few members of my graduating class who were really excited about education and learning and small wonder: my high school training did everything possible to squelch this excitement.

Should this essay receive any attention at all, I shall be truly amazed and I realize a mere voicing of dissatisfaction never provokes change. Most people are far too content with a doldrum status-quo to give a damn anyway."

"The high school, as it existed when I went there, was a place where you had to go to. Often times I had the feeling they were more interested in just keeping us there then educating us. As long as this situation exists high schools will be of little value. As long as teachers look at students as just a part of their job, as long as teachers present material, much of which the student has heard before, in an old, dry style, the student will just exist--he will not grow. The high school must be the ground for

## IX. Continued

instilling and expanding the creativity of the students. As long as teachers enter the classroom with a preconceived notion of what a student is to look like, act like and think like the high schools will continue to turn out flawed castings of human beings, not living, thinking, human beings. Let the student create his education, don't force him into a mold, a mold that is cracked."

"One of my suggestion is that the Guidance Counseler know his student better. In helping him planning his yearly schedule. In my case I was force to take some subjects in my Senior year if I wanted to Graduate. I personnally was mislead in my 3 years of High School by being able to take anything I wanted for the first two years.

I feel the Program Distributive Education is a helpful subject for students who plan to go to work after Graduation. I feel _____ did a good job in the course, especially for the first year the course was given. I feel with this course _____ helped me a great deal with my job as Manager of Father & Son Shoes in Illinois."

"I'm serving a mission in the Church of Jesus Christ of Latter Day Saints or commonly know as the "Mormon" Church. I will be enrolled in U.W.M. in Sept. thats the end of my mission.

I enjoyed North High--but I hope they don't get to lax on their standards now I think a school has to Govern the students not the students the school. Although they have to be heard. The schools here in California are kind of sickening compared with North High."

"I can't really say I got alot of training for the job I have now from high school. Most of the skills I use now in my work I got from the 1 year at Lakeshore Technical.

It may have been partly my fault I didn't get any workable skills from high school but partly it was the fault of my guidance counselor. I feel I was not encouraged to take any subjects that would be a challenge because most of my subjects were very general.

I realized once I started L.T.I. that I did have certain abilities and if I applied myself I could use them to better myself. I didn't feel this way in high school at all."

"One thing I feel that North High failed to do was to help me plan for my future, to evaluate my best capabilities in order to decide on a career that I would be well suited for. I spent my first 2 years of college switching majors, trying to find one area that was stimulating, interesting and challenging for me. I knew I wanted more than a high school education but there were many things I did not know about college. (continued)

IX. Continued

My high school education was well rounded and gave me some background information for some of my college courses. Yet I feel that we were expected to memorize a great deal of trivia, much of which I have forgotten. I think there should be more courses that deal with concepts and feelings rather than just facts."

"There are too many people going to college. There are not enough jobs for people with a college education. People of average intelligence should be advised to be trained with a skill--and the high school should provide courses of sufficient advancement in academic areas in order that those students who desire to achieve college level intellectual sophistication but ought not go to college--can achieve fulfillment in high school or on their own.

These people (and perhaps in retrospect--myself) ought to be provided with occupational training--and the number of persons going on to college should be decreased."

"Although a student is contemplating further education, he should not overlook or be denied courses in other areas. Courses such as auto mechanics, shorthand, bookkeeping, etc. are courses which would have been beneficial to me, not only in my Business Administration major, but in every day life. Consideration should be given to broaden the college prep. option."

"I think North has an excellent cirriculum as far as preparing a student for college work. As a high school student I really wasn't too concerned about learning diligently and yet I did learn a great deal thanks to the quality of most instructors. It would be nice if a lot of the red tape, kid's rules, and such could be elliminated so learning could really take place in a more free and natural environment. Unfortunately as I remember though many students weren't ready for the responsibility. I think that the guidance department could have been better, but they were pretty busy and couldn't spend much time with the individual. It's really hard to know what you want to do for the rest of your life when all you've ever experienced is the school-type environment. Career day helps, but I know of very few people who found their career in this way. Most use the trial and error method."

"It is very difficult to anticipate the needs of today's school based on yesterday's experience."

"Tell the guidance counselors to recommend that college-bound "Humanities" students get all 4 levels of foreign language taken care of in high school and to take any reading courses available.

I've had to read as much as a book a week for political science and history courses--and when you have 2 or more of these courses per semester--it gets to be a real burden if you're a slow reader. (continued)

IX. Continued

Also, kids should do more independent thinking rather than memory-regurgitation on exams--do more essay questions.

Another thing I think would be useful is setting up some type of intern program so kids could see what jobs are like--some way to relate what you're learning to actually using it.

I think it is important kids feel they are a necessary & important part of what goes on--so if you put them on the right track--they won't get on the wrong one.

Even volunteer--extra-curricular type programs would give students something to do since jobs are so scarce.

I think there are many places these positions could be arranged--City Hall - JMKAC - Banks - The Press - Prange's - Advertising & Merchantising - Machine shops - Hospitals - WHBL--every occupation that is represented on "Career Day" must have something kids could do.

I think there was a secretarial intern program when I was in school, and it would be good to expand it."

"I was in the college preparatory course in high school. I wish that could have combined this course with other courses that would have prepared me for a job after high school. When I decided to quit college, I found that I wasn't trained for any type of job. I had no secretarial skills, so I had to take a job where the employer was willing to train. This is the reason why I feel so strongly about the work-study program in which a student gets to work part of the day at a job of his choice. In this way, by graduation, a student already has gained helpful experience in a line of work he enjoys. This experience can mean the difference between a rewarding and fulfilling career and just another job."

"I found the student career counciling program to be very much in need of reorganization. I must say I loved my High School art courses. High school for me was a part of my life I would prefer, assuming I was given the chance, not to relive. I found many of my teacher antiquated in there thinking & very conservative in attitude.

Suggestion....Younger, knowledgeable, experienced, aware of modern situations type staff...people who can relate to you & see your problem or questions..."

"There is a real need at the high school level for courses that better prepare students for their particular areas of interest.

In the case of persons interested in technical & engineering, business, etc. there should be courses during there senior years that show them exactly the present state of the art today in a realistic and up to date manner. The course should make it very clear what will be expected of them in

IX. Continued

college and what they can expect in the REAL world after college--starting pay, national state of economy, availability of jobs in their profession, etc."

"When going to job interviews at L.T.I., I found out that most employers would not take a chance on hiring people because of their military background. A person wouldn't be considered for a job unless he had his military service completed. Being a member of the Army Reserve, my chances of getting a good job were small, and no employer even thinks about hiring a person unless he has some experience. For me, the three years of schooling I received after high school, was mainly for building up my interests in Life. I now have a interesting and exciting job at a power plant with a secure and bright future. Although I am working as a stock clerk, and I have a Degree in Electronics, I would not give up my additional schooling for a different job. I might not have a good white collar job but without additional schooling, I probably wouldn't have gotten this one."

"Kids need more help from guidance cons. re. job opportunities related to their interests & skills."

"I feel that every student should not be allowed to leave high school without a marketable skill. This should be a prerequiste for graduation. By a marketable skill I do not mean confining one to the usual choice of secretarial courses or bookkeeping courses for girls. I would like to see courses in interior decorating, marketing, computer operating, etc. I am convinced that, if such a policy were instituted, it would not dilute academic standards for those who wish to attend college."

"In the classes where it's possible for discussion--there should be lots of it. Less listening to teacher--more student involvement.

Should not be forced to go into a certain area of study so soon."

"Just to get as much knowledge in the business field as they can because the more you know in this field the faster you climb."

"1964 - Advisors did little to aid me in selecting the correct school to attend. Advisors should check closer and be able to advise especially in the area of transferring from to school to school! Thank you!"

"High Schools should work with local Industry and Business and establish common goals.

Students to be ready to contribute when out of high school."

IX. Continued

"It's hard for me to remember *specific* aspects of high school that helped me get where I am now--I remember thinking the college prep. sequence did an excellent job of preparing me for college. The only component I'd add is a good *writing* course, to teach people how to write--and more extensive training in using the library would be helpful.

I don't know how much the school program has changed since I was there--in 60-64 there were no independent studies courses--I think it would be great to set up a system of independent course work--especially since a college student needs to know how to handle the freedom he is faced with.

Also, I think the school could profit from a better "counseling" service with respect to placing students in colleges that will take advantage of their abilities. I found I got very little advice for this decision."

"Although I received a good broad, general education, today's students demand guidance in selecting careers. More and more students are directing their effort's into specific job training and need early guidance to help formulate there decisions. ie.--Specialized, technical training in high school."

"I believe there should be time spent with students on how to get a job, what is expected and how to keep it. This is in regards to dress, skill needed for job, etc.

Also a youth employment service working with the school or out of the school directly would probably aid students to secure summer work and permanent job opportunities."

# SHEBOYGAN COUNTY MANPOWER SURVEY
# BY OCCUPATIONAL CLUSTER

CAREER EDUCATION CENTER
1973

## SHEBOYGAN COUNTY MANPOWER SURVEY

## BY OCCUPATIONAL CLUSTER

| OCCUPATIONAL CLUSTER | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|
| AGRI-BUSINESS AND NATURAL RESOURCES . . . . . . | 438 | 472 | 460 |
| BUSINESS AND OFFICE OCCUPATIONS . . . . . . . . | 272 | 369 | 458 |
| COMMUNICATION AND MEDIA . . . . . . . . . . . . | 35 | 43 | 52 |
| CONSTRUCTION . . . . . . . . . . . . . . . . . | 190 | 255 | 275 |
| CONSUMER AND HOMEMAKING--RELATED OCCUPATIONS . | 340 | 417 | 440 |
| ENVIRONMENT . . . . . . . . . . . . . . . . . | 5 | 10 | 31 |
| HEALTH OCCUPATIONS . . . . . . . . . . . . . . | 244 | 251 | 227 |
| HOSPITALITY AND RECREATION . . . . . . . . . . | 266 | 171 | 182 |
| MANUFACTURING . . . . . . . . . . . . . . . . . | 1,705 | 2,041 | 2,212 |
| MARINE SCIENCE OCCUPATIONS . . . . . . . . . . | 2 | 2 | 2 |
| MARKETING AND DISTRIBUTION OCCUPATIONS . . . . | 257 | 436 | 465 |
| PERSONAL SERVICE OCCUPATIONS . . . . . . . . . | 34 | 35 | 38 |
| PUBLIC SERVICE . . . . . . . . . . . . . . . . | 85 | 145 | 157 |
| TRANSPORTATION . . . . . . . . . . . . . . . . | 41 | 77 | 76 |

## SHEBOYGAN COUNTY MANPOWER SURVEY

## BY OCCUPATIONAL CLUSTER

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| Agri-Business and Natural Resources | | | | |
| 040.081 | Soil Scientist | 1 | - | - |
| 099.228 | Park Naturalist | 1 | - | - |
| 142.081 | Floral Designer | 1 | 1 | 1 |
| 183.168 | Manager, Food Processing Plant | - | 1 | - |
| 316.884 | Meat Cutter | - | 9 | 7 |
| 356.874 | Animal Keeper | - | 3 | - |
| 356.874 | Kennelman | - | 1 | 1 |
| 356.874 | Veterinary-Hospital A Attendant | - | 1 | 1 |
| 407.887 | Laborer Landscape | 6 | 6 | 6 |
| 409.168 | Manager Farm | - | - | 1 |
| 413.131 | Stock-Ranch Foreman | - | 1 | - |
| 413.884 | Farm Hand Livestock | 1 | 1 | 1 |
| 419.181 | Animal Breeder | - | - | 1 |
| 419.884 | Animal Caretaker | - | 2 | 2 |
| 419.884 | Game-Farm Helper | - | 1 | 1 |
| 421.887 | Farm Hand General | 20 | 23 | 22 |
| 424.883 | Sprayer | 1 | - | - |
| 441.384 | Forester Aid | 1 | - | - |
| 521.885 | Grated-Cheese Maker | - | 1 | 1 |
| 521.886 | Processor Helper | - | 2 | 2 |
| 529.381 | Cheesemaker | 2 | 5 | 10 |
| 529.782 | Dairy-Processing-Equipment Operator | - | 1 | 3 |
| 529.884 | Bin Cleaner | - | 2 | 2 |
| 529.886 | Cannery Worker | 400 | 390 | 380 |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| Agri-Business and Natural Resources (cont.) | | | | |
| 529.886 | Dairy Helper | - | 9 | 9 |
| 529.886 | Laborer Cheesemaking | - | 2 | 2 |
| 550.885 | Mixer | - | 2 | - |
| 550.885 | Mixing-Machine Operator | 1 | 3 | 3 |
| 624.281 | Farm-Equipment Mechanic | 3 | 3 | 3 |
| 629.281 | Dairy-Equipment Repairman | - | 1 | 1 |
| 906.883 | Liquid-Fertilizer Serviceman | - | 1 | - |
| Business and Office Occupations | | | | |
| 020.188 | Programer Business | 1 | 4 | 5 |
| 110.118 | Lawyer Corporation | 1 | 2 | 2 |
| 160.188 | Accountant | 3 | 3 | 4 |
| 160.188 | Accountant Tax | 8 | 2 | - |
| 161.118 | Treasurer | - | 2 | - |
| 162.158 | Purchasing Agent | - | 1 | - |
| 166.268 | Employment Interviewer | - | 2 | 2 |
| 169.168 | Administrative Assistant | 1 | 1 | 3 |
| 169.188 | Underwriter | 2 | 4 | 6 |
| 184.118 | Manager Operations | 1 | - | - |
| 184.168 | Manager Terminal | - | - | 1 |
| 186.118 | Trust Officer | 1 | 1 | 1 |
| 186.168 | Bank Cashier | - | 1 | 2 |
| 186.288 | Loan Officer | 1 | 2 | 2 |
| 189.168 | Junior Executive | 2 | 4 | 7 |
| 189.168 | Manager Trainee | 4 | 4 | 5 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| Business and Office Occupations (cont.) | | | | |
| 201.368 | Legal Secretary | 7 | 6 | 9 |
| 201.368 | Secretary | 21 | 40 | 43 |
| 202.388 | Stenographer | 4 | 10 | 11 |
| 206.388 | File Clerk | 2 | 2 | 2 |
| 209.388 | Clerk-Typist | 33 | 36 | 58 |
| 209.588 | Clerk General | 115 | 157 | 196 |
| 210.388 | Bookkeeper | 1 | 13 | 8 |
| 211.368 | Cashier | 3 | 1 | 3 |
| 211.468 | Cashier | 3 | 6 | 9 |
| 212.368 | Teller | 15 | 25 | 31 |
| 213.382 | Computer-Peripheral-Equipment Operator | 15 | 10 | 10 |
| 213.382 | Digital-Computer Operator | - | 2 | 3 |
| 213.582 | Key-Punch Operator | 3 | 1 | 3 |
| 215.488 | Payroll Clerk | 1 | - | - |
| 216.488 | Calculating-Machine Operator | 1 | - | - |
| 217.388 | Proof-Machine Operator | 2 | 2 | 2 |
| 219.388 | Actuarial Clerk | 1 | 1 | 1 |
| 219.388 | Billing Clerk | 2 | 1 | 1 |
| 219.388 | Budget Clerk | 1 | - | - |
| 219.388 | Clerk General Office | 5 | 10 | 13 |
| 219.388 | Rater | - | 1 | 1 |
| 219.488 | Accounting Clerk | 5 | 4 | 4 |
| 237.368 | Registration Clerk | - | - | 1 |
| 249.388 | Loan Closer | - | 1 | 2 |
| 250.258 | Life Underwriter | 7 | 7 | 7 |
| Communication and Media | | | | |
| 132.088 | Copy Writer | - | 1 | - |
| 132.268 | Reporter | 1 | 3 | 3 |
| 143.062 | Photographer Commercial | 1 | 2 | 3 |
| 235.862 | Central-Office Operator | 8 | 3 | - |
| 235.862 | Telephone Operator | 4 | 2 | 4 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| Communication and Media (cont.) | | | | |
| 237.368 | Receptionist | 6 | 9 | 11 |
| 291.868 | Newspaper Carrier | - | 2 | 5 |
| 292.358 | Salesman-Driver | - | 7 | 7 |
| 643.885 | Bindery Worker | - | 1 | 1 |
| 651.782 | Offset-Pressman | 1 | 2 | 4 |
| 822.281 | Central-Office Repairman | 1 | - | - |
| 822.281 | Installer Repairman | 1 | - | - |
| 822.381 | Lineman | 2 | - | - |
| 822.381 | Station Installer | 2 | 2 | 2 |
| 824.281 | Electrician | 2 | 3 | 4 |
| 829.381 | Cable Splicer | 5 | - | - |
| 829.887 | Electrician Helper | 1 | - | - |
| 951.885 | Coal-Substation Attendant | - | 1 | 1 |
| 952.885 | Laborer Powerhouse | - | 1 | 1 |
| 976.381 | Developer | - | 1 | 1 |
| 979.886 | Print-Shop Helper | - | 3 | 5 |
| Construction | | | | |
| 001.081 | Architect | - | 2 | 1 |
| 001.281 | Draftsman Architectural | - | 2 | 2 |
| 018.188 | Surveyor | 4 | 2 | 3 |
| 018.587 | Rodman | - | 2 | 2 |
| 168.168 | Plumbing Inspector | - | 1 | - |
| 660.280 | Cabinetmaker | - | - | 2 |
| 840.781 | Painter | 2 | 3 | 2 |
| 840.884 | Painter Rough | 1 | 1 | 1 |
| 842.884 | Dry-Wall Applicator | - | 1 | 1 |
| 844.884 | Cement Mason | 10 | 11 | 7 |
| 844.887 | Cement-Mason Helper | 2 | 3 | 5 |
| 853.782 | Asphalt-Plant Operator | 1 | 1 | 1 |
| 853.885 | Asphalt-Heater Man | 1 | 1 | 1 |
| 859.782 | Driller, Water Well | 1 | 3 | 4 |
| 859.883 | Operating Engineer | 45 | 67 | 78 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| **Construction (cont.)** | | | | |
| 859.885 | Crusher Operator | 3 | 4 | 4 |
| 860.381 | Carpenter | 29 | 21 | 18 |
| 860.781 | Carpenter Rough | 2 | - | - |
| 860.887 | Laborer Carpentry | - | 3 | 5 |
| 861.381 | Bricklayer | - | 2 | 1 |
| 861.381 | Bricklayer | 5 | 1 | 1 |
| 861.887 | Bricklayer Helper | - | 2 | 2 |
| 862.281 | Oil-Burner-Installation And-Serviceman | 1 | 1 | 1 |
| 862.381 | Plumber | 2 | 3 | 3 |
| 862.381 | Plumber Apprentice | - | 2 | 2 |
| 863.884 | Sider | 4 | 8 | 6 |
| 866.381 | Roofer | 10 | 13 | 12 |
| 866.887 | Roofer Helper | - | 1 | 1 |
| 869.884 | Construction Worker | 22 | 7 | 7 |
| 869.887 | Construction Worker | 60 | 76 | 90 |
| 899.133 | Foreman Labor Gang | 1 | - | - |
| 899.884 | Highway-Maintenance Man | 2 | 4 | 5 |
| 921.883 | Electric-Bridge-Or-Gantry-Crane Operator | - | 1 | 1 |
| 939.887 | Quarry Worker | 5 | 6 | 8 |
| **Consumer and Homemaking--Related Occupations** | | | | |
| 029.381 | Cloth Tester | - | 1 | 2 |
| 187.168 | Superintendent Building | 1 | - | 2 |
| 188.188 | Assessor | - | 1 | - |
| 310.868 | Hostess, Restaurant Or Coffee Shop | 2 | 1 | - |
| 311.878 | Bus Boy | 10 | 12 | 12 |
| 311.878 | Car Hop | 10 | 2 | 2 |
| 311.878 | Waiter Informal | 17 | 38 | 42 |
| 311.878 | Waitress Take Out | 18 | 16 | 21 |
| 312.878 | Bartender | 10 | 27 | 29 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| **Consumer and Homemaking (cont.)** | | | | |
| 313.131 | Chef | - | 1 | - |
| 313.381 | Cook | 1 | 7 | 7 |
| 313.381 | Cook School Cafeteria | - | 2 | 3 |
| 314.381 | Cook Short Order | 9 | 6 | 9 |
| 314.781 | Cook Specialty | 2 | - | - |
| 315.381 | Cook | 1 | 1 | 1 |
| 317.884 | Pantryman | 1 | 2 | 2 |
| 317.884 | Pantryman | 1 | 1 | 1 |
| 317.887 | Cook Helper | 3 | 4 | 6 |
| 318.887 | Kitchen Helper | 30 | 38 | 40 |
| 319.878 | Fountain Man | - | 2 | 2 |
| 321.138 | Housekeeper | 4 | 5 | 6 |
| 323.887 | Maid | 4 | 7 | 10 |
| 323.887 | Maid Hospital | 11 | 8 | 8 |
| 355.878 | Emergency-Entrance Attendant | - | 5 | 1 |
| 355.878 | Tray-Line Worker | 5 | 7 | 8 |
| 361.885 | Laundryman | 2 | 2 | 2 |
| 365.381 | Shoe Repairman | - | 1 | - |
| 381.887 | Charwoman | 7 | 9 | 11 |
| 381.887 | Porter | 31 | 29 | 30 |
| 381.887 | Porter | 51 | 50 | 55 |
| 382.884 | Janitor | 4 | 7 | 9 |
| 526.781 | Baker | 2 | 3 | - |
| 526.884 | Doughnut maker | - | 1 | 1 |
| 526.885 | Cooker Process Cheese | 2 | 4 | 4 |
| 637.281 | Refrigeration Mechanic | - | 1 | 3 |
| 685.380 | Knitter Mechanic | 2 | 2 | 2 |
| 685.885 | Knitting-Machine Operator | 10 | 10 | 10 |
| 690.782 | Fancy Stitcher | 2 | 2 | 2 |
| 690.782 | Stitcher Special Machine | - | 1 | - |
| 690.782 | Stitcher Standard Machine | 2 | 2 | 2 |
| 690.885 | Edge Trimmer | 1 | 1 | - |
| 720.281 | Television Service And Repairman | 1 | 2 | - |
| 782.884 | Sewer Hand | 2 | - | - |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| Consumer and Homemaking (cont.) | | | | |
| 787.782 | Sewing-Machine Operator Regular Equipment | 50 | 80 | 80 |
| 827.281 | Electrical-Appliance Serviceman | - | 1 | - |
| 919.887 | Cleaner | 13 | 15 | 15 |
| Environment | | | | |
| 079.118 | Sanitarian | 1 | - | - |
| 630.281 | Treatment-Plant Mechanic | - | - | 2 |
| 862.381 | Maintenance Man Sewer-And-Waterworks | - | 1 | 1 |
| 909.887 | Garbage Collector | 2 | 4 | 6 |
| 954.782 | Sewage-Plant Operator | - | 1 | 8 |
| 954.887 | Water-Filter Cleaner | - | - | 4 |
| 955.782 | Sewage-Plant Operator | - | - | 5 |
| 955.887 | Street Cleaner | 2 | 4 | 5 |
| Fine Arts and Humanities | | | | |
| Health Occupations | | | | |
| 007.081 | Optical Technician | - | 1 | 1 |
| 072.108 | Dentist | - | - | 1 |
| 074.181 | Pharmacist | - | 1 | 1 |
| 075.118 | Director Nursing Service | 2 | 4 | 4 |
| 075.128 | Nurse Staff Public Health | 2 | 5 | 4 |
| 075.128 | Nurse Supervisor | 1 | - | - |
| 075.378 | Nurse General Duty | 33 | 38 | 40 |
| 075.378 | Nurse Office | - | 2 | 2 |
| 078.281 | Medical Technologist | 1 | 2 | 2 |
| 078.368 | Dental Hygienist | 3 | 2 | 2 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| Health Occupations (cont.) | | | | |
| 078.368 | Radiologic Technologist | 2 | 2 | 2 |
| 078.381 | Medical-Laboratory Assistant | 3 | 2 | 2 |
| 079.128 | Occupational Therapist | 1 | - | - |
| 079.368 | Medical Assistant | 2 | 1 | 1 |
| 079.368 | Occupational Therapy Aid | 1 | - | - |
| 079.378 | Dental Assistant | 5 | 22 | 24 |
| 079.378 | Nurse Licensed Practical | 19 | 26 | 25 |
| 079.378 | Physical Therapist | 1 | 1 | 1 |
| 195.108 | Social Worker Medical | 1 | - | - |
| 195.228 | Recreation Leader | 36 | - | - |
| 201.368 | Medical Secretary | 1 | 4 | 4 |
| 355.878 | Nurse Aid | 130 | 135 | 107 |
| 713.381 | Optician Apprentice | - | 1 | 1 |
| 913.883 | Ambulance Driver | - | 2 | 3 |
| Hospitality and Recreation | | | | |
| 099.228 | Athletic Coach | 30 | - | - |
| 153.228 | Instructor Swimming | 11 | 2 | 2 |
| 153.268 | Umpire | 25 | - | - |
| 159.228 | Counselor Camp | 75 | 31 | 40 |
| 187.118 | Recreation Supervisor | 4 | 4 | 4 |
| 187.168 | Manager Recreation Establishment | - | 1 | - |
| 187.168 | Manager Theater | 1 | 1 | 1 |
| 340.878 | Pin Boy | 2 | 4 | 4 |
| 341.368 | Recreation-Facility Attendant | 7 | 10 | 10 |
| 379.868 | Lifeguard | 8 | 5 | 8 |
| 407.883 | Greenskeeper | 1 | 2 | 2 |
| 407.884 | Grounds Keeper | - | 7 | 7 |
| 407.887 | Park Worker | 102 | 106 | 106 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| **Manufacturing** | | | | |
| 003.281 | Draftsman Electrical | 1 | - | - |
| 005.281 | Draftsman Civil | - | 1 | 2 |
| 007.081 | Mechanical Engineer | 2 | 9 | 15 |
| 007.081 | Tool Designer | 1 | - | - |
| 007.081 | Tool-Designer Apprentice | 1 | - | - |
| 007.181 | Mechanical-Engineering Technician | - | 1 | - |
| 007.281 | Draftsman Mechanical | 2 | 1 | 1 |
| 012.188 | Industrial Engineer | 2 | 1 | 1 |
| 017.281 | Draftsman Commercial | - | 1 | 1 |
| 019.281 | Quality-Control Technician | 1 | 1 | 1 |
| 022.081 | Chemist Inorganic | 1 | 1 | 2 |
| 029.281 | Laboratory Tester | 1 | - | 1 |
| 166.118 | Director, Safety | 1 | - | - |
| 168.287 | Gasoline Inspector | - | - | 1 |
| 168.287 | Sanitary Inspector | 21 | 21 | 30 |
| 183.118 | Production Superintendent | 3 | 4 | 4 |
| 183.168 | General Foreman | 1 | 1 | 1 |
| 183.168 | General Foreman | - | 1 | 1 |
| 223.387 | Tool Clerk | 4 | 6 | 10 |
| 500.380 | Plater | 1 | - | - |
| 505.884 | Enameler | 50 | 65 | 60 |
| 509.886 | Laborer General | 25 | 30 | 35 |
| 512.782 | Furnace Operator | 3 | - | - |
| 514.884 | Pourer Crucible | 22 | 30 | 30 |
| 514.885 | Die-Casting-Machine Operator | 5 | 33 | 45 |
| 518.381 | Coremaker | 1 | 2 | 2 |
| 518.381 | Molder | 2 | 2 | 2 |
| 518.782 | Machine Molder | 3 | 8 | 10 |
| 518.885 | Coremaker Machine | - | 1 | 2 |
| 519.886 | Laborer General | 65 | 75 | 80 |
| 519.887 | Foundry Worker General | 305 | 350 | 350 |
| 521.130 | Miller Foreman | - | 1 | - |
| 556.782 | Compression-Molding-Machine Operator | - | 3 | 6 |

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| **Manufacturing (cont.)** | | | | |
| 556.782 | Injection-Molding-Machine Operator | 9 | 12 | 24 |
| 556.885 | Compression-Molding-Machine Tender | 4 | 9 | 12 |
| 557.782 | Extruder Operator | 9 | 22 | 28 |
| 559.885 | Tire Recapper | 1 | 1 | 2 |
| 559.887 | Laborer General | 65 | - | - |
| 589.886 | Laborer General | 25 | 50 | 50 |
| 599.885 | Crusher Man | 1 | 1 | 1 |
| 600.280 | Machinist | 13 | 11 | 31 |
| 600.280 | Machinist Apprentice | 1 | 1 | 1 |
| 600.280 | Machinist, Automotive | 1 | 1 | 2 |
| 600.281 | Machine Builder | - | 1 | 1 |
| 600.380 | Machine Set-up Operator | - | 1 | 1 |
| 601.280 | Die Maker Apprentice | 2 | - | - |
| 601.280 | Die Maker Stamping | 2 | - | - |
| 601.280 | Tool-and-Die Maker | 26 | 32 | 37 |
| 601.280 | Tool-and-Die Maker Apprentice | - | 1 | 2 |
| 601.782 | Knife Grinder | 1 | 1 | 1 |
| 603.280 | Tool-Grinder Operator | 7 | 9 | 9 |
| 603.782 | Polishing-Machine Operator | - | 1 | - |
| 604.280 | Engine-Lathe Set-up Operator Tool | 2 | 2 | 2 |
| 604.380 | Screw-Machine Set-up Man Production | - | 1 | - |
| 604.782 | Screw-Machine Set-up Operator Production | 1 | 3 | 4 |
| 606.280 | Boring-Mill Set-up Operator Horizontal | 1 | - | - |
| 606.380 | Drill-Press Set-up Operator Radial Tool | 1 | 1 | - |
| 606.782 | Drill-Press Operator Production | 1 | 3 | 3 |
| 607.782 | Cut-Off-Saw Operator Metal | - | 1 | 1 |
| 609.684 | Inspector General | - | - | 2 |

Manufacturing (cont.)

| DICTIONARY OF OCCUPATIONAL TITLES CODE | TITLE | EXPECTED OPENINGS FOR 1973 | 1975 | 1978 |
|---|---|---|---|---|
| 609.782 | Multi-Purpose Machine Operator Tape Control | 6 | 8 | 10 |
| 609.885 | Production-Machine Operator | 106 | 114 | 115 |
| 615.782 | Flying-Shear Operator | - | 2 | - |
| 615.782 | Punch-Press Operator | 8 | - | 2 |
| 615.885 | Shear Operator | 2 | 2 | 2 |
| 616.280 | Spring-Coiling-Machine Set-up Man | 1 | 1 | 1 |
| 616.380 | Set-up Man Sheet Metal | - | 2 | 3 |
| 616.380 | Sheet-Metal-Fabricating-Machine Operator | 1 | 2 | 2 |
| 617.380 | Brake Operator | 2 | 2 | 2 |
| 619.782 | Spinner Hydraulic | 1 | - | - |
| 619.885 | Machine Operator | 3 | - | - |
| 619.887 | Machine Helper | 2 | - | - |
| 633.281 | Maintenance Mechanic | 25 | 26 | 27 |
| 643.782 | Corrugator Operator | 2 | 2 | 2 |
| 643.886 | Corrugator-Operator Helper | 2 | 2 | 2 |
| 649.885 | Machine Operator General | 10 | 4 | 6 |
| 663.885 | Excelsior-Machine Operator | 2 | 2 | 2 |
| 663.885 | Veneer Clipper | 3 | 3 | 3 |
| 669.280 | Machine Set-up Man | 1 | 1 | 1 |
| 669.380 | Millman | 2 | 4 | 4 |
| 690.885 | Assembly-Press Operator | - | 5 | 10 |
| 690.885 | Burnisher | 1 | 1 | - |
| 692.885 | Laminating-Machine Operator | - | 2 | 3 |
| 705.884 | Grinder | - | 2 | 2 |
| 705.884 | Grinder-Chipper | 17 | 22 | 24 |
| 705.884 | Polisher | 1 | - | 3 |
| 705.884 | Snag Grinder | - | 1 | 1 |
| 706.884 | Assembler Product | 7 | 13 | 2 |
| 706.887 | Assembler Production | 54 | 60 | 50 |
| 723.884 | Assembler | 2 | - | - |
| 739.138 | Assembly Foreman | - | 1 | 1 |
| 739.887 | Assembler Small Products | 50 | 50 | - |
| 740.887 | Shellacker | 1 | - | - |
| 741.884 | Painter Spray | 2 | 5 | 5 |
| 741.887 | Painter Spray | 4 | 7 | 6 |
| 754.381 | Fabricator Plastics | 1 | 14 | 14 |
| 754.887 | Laborer General | 4 | 6 | 8 |
| 761.884 | Sander Machine | 6 | 6 | 10 |
| 763.884 | Furniture Assembler | 3 | 5 | 7 |
| 769.887 | Woodworking-Shop Hand | 34 | 38 | 58 |
| 780.884 | Spring Assembler | 10 | 10 | 10 |
| 780.884 | Upholstery Cutter | - | 1 | - |
| 781.884 | Cutter Hand | 10 | 15 | 15 |
| 789.781 | Harness Maker | 2 | - | - |
| 789.887 | Laborer Canvas Shop | 2 | 5 | 7 |
| 801.884 | Progressive Assembler And Fitter | 12 | 15 | 18 |
| 804.281 | Sheet-Metal Worker | 2 | 3 | 4 |
| 804.886 | Metal-Fabricating-Shop Helper | 603 | 685 | 670 |
| 809.884 | Assembler Production Line | 15 | 11 | 11 |
| 810.884 | Welder Arc | 11 | 20 | 27 |
| 810.884 | Welder Tack | 1 | 2 | - |
| 812.884 | Welder Combination | 2 | 2 | 2 |
| 816.884 | Flame Cutter Hand | 2 | 2 | 2 |
| 819.381 | Welder-Fitter | 20 | 25 | 30 |
| 899.281 | Maintenance Man Factory Or Mill | 5 | 8 | 8 |
| 899.381 | Maintenance Man Building | 1 | 6 | 8 |
| 899.884 | Maintenance-Man Helper Factory Or Mill | 2 | 3 | 3 |
| 920.132 | Packaging Foreman | 2 | 3 | 5 |
| 920.885 | Packager Machine | 25 | 31 | 36 |
| 920.886 | Packaging Laborer | 1 | 1 | 1 |
| 920.887 | Packager Hand | 22 | 33 | 45 |
| 922.138 | Platform Foreman | 1 | 1 | - |
| 922.883 | Industrial-Truck Operator | 4 | 5 | 6 |
| 922.887 | Laborer Stores | 31 | 38 | 51 |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| **Manufacturing (cont.)** | | | | |
| 922.887 | Lumber Handler | 1 | 2 | 4 |
| 922.887 | Yardman | 2 | 4 | 6 |
| 929.887 | Laborer Salvage | 2 | 2 | 2 |
| 929.887 | Material Handler | 162 | 212 | 224 |
| 951.885 | Fireman High Pressure | - | 1 | 1 |
| **Marine Science Occupations** | | | | |
| 017.281 | Multiplex-Projection Topographer | 2 | 2 | 2 |
| **Marketing And Distribution Occupations** | | | | |
| 003.151 | Special-Service Representative | 2 | 1 | 1 |
| 162.158 | Field-Contact Man | - | 1 | 1 |
| 163.118 | Manager Sales | 3 | 9 | 8 |
| 169.168 | Interviewer and Claims Adjuster | - | - | 1 |
| 185.168 | Manager Parts | - | 1 | - |
| 185.168 | Manager Store | 8 | 4 | 6 |
| 185.168 | Manager Store | - | 2 | 2 |
| 187.168 | Manager Liquor Establishment | 1 | - | - |
| 187.168 | Manager Service Department | - | 1 | - |
| 221.168 | Material Coordinator | 1 | - | 1 |
| 222.387 | Receiving Clerk | - | 1 | 1 |
| 222.387 | Shipping and Receiving Clerk | 1 | - | - |
| 222.587 | Shipping Clerk | 6 | 9 | 12 |
| 223.138 | Receiving-And-Shipping Foreman | 1 | 5 | - |
| 223.387 | Parts Clerk | - | 2 | 2 |
| 223.387 | Stock Clerk | - | 1 | - |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| **Marketing And Distribution Occupations (cont.)** | | | | |
| 231.588 | Mail Clerk | 1 | - | 1 |
| 240.368 | Collector | - | 1 | 1 |
| 241.168 | Claim Adjuster | 8 | 12 | 12 |
| 249.268 | Survey Worker | 1 | 1 | 1 |
| 249.368 | Contract Clerk | 1 | - | - |
| 249.368 | Order Clerk | - | 1 | 1 |
| 250.258 | Salesman Insurance | 7 | 14 | 13 |
| 250.358 | Salesman Real Estate | 2 | 4 | 8 |
| 251.258 | Salesman Securities | 2 | 1 | - |
| 252.358 | Salesman Business Services | 1 | - | - |
| 259.358 | Salesman Soft-water Service | 1 | - | - |
| 260.458 | Salesperson Flowers | 1 | 3 | 3 |
| 263.358 | Salesperson Shoe | - | 9 | 5 |
| 264.358 | Salesman Leather Goods | 1 | 2 | 2 |
| 268.358 | Salesman Plastic Products | - | 1 | 1 |
| 276.358 | Salesman Welding Equipment | - | 1 | 2 |
| 276.358 | Salesperson General Hardware | 2 | 4 | 5 |
| 277.358 | Salesman Dairy Supplies | - | 1 | - |
| 277.358 | Salesman Farm and Garden Equipment and Supp. | 1 | - | - |
| 280.358 | Salesman Automobile | 3 | 3 | 3 |
| 280.358 | Salesman Marine Supplies | - | 1 | - |
| 280.458 | Salesperson Automobile Accessories | 3 | 4 | 7 |
| 282.258 | Salesman Medical Equipment And Supplies | - | 1 | 1 |
| 282.358 | Salesperson Hearing Aids | - | 2 | 4 |
| 283.358 | Salesperson Jewelry | - | 1 | 2 |
| 285.358 | Salesperson Photographic Supplies and Equipment | - | 2 | 3 |
| 289.158 | Manufacturers Representative | 2 | 1 | 1 |
| 289.358 | Salesman General | - | 2 | 2 |
| 289.358 | Salesman General Merchandise | - | 1 | 2 |
| 289.358 | Salesperson Books | 1 | - | - |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| Marketing And Distribution Occupations (cont.) | | | | |
| 289.358 | Salesperson Parts | - | 1 | 1 |
| 289.458 | Salesperson General | 93 | 122 | 121 |
| 290.468 | Manager Branch Store | - | 2 | 2 |
| 290.478 | Sales Clerk | 24 | 46 | 49 |
| 290.877 | Salesperson Food | 3 | 5 | 5 |
| 291.158 | Buyer Junk | - | 1 | - |
| 293.358 | Solicitor | 3 | 6 | 6 |
| 299.138 | Manager Department | 3 | 1 | 1 |
| 299.358 | Sales Closer | 1 | 2 | 1 |
| 299.381 | Carpet Layer | 2 | 1 | 1 |
| 299.468 | Cashier-Checker | 14 | 20 | 25 |
| 299.478 | Delivery Boy | - | 2 | 2 |
| 304.887 | Man-Of-All-Work | - | 5 | 5 |
| 620.281 | Automobile Mechanic | 16 | 29 | 30 |
| 620.281 | Automobile-Repair-Service Salesman | 1 | - | 1 |
| 620.281 | Brakeman Automobile | 1 | 1 | 1 |
| 620.281 | Engineering-Equipment Mechanic | 1 | 2 | 2 |
| 620.381 | Automobile-Service Mechanic | 4 | 6 | 8 |
| 620.884 | Automobile-Mechanic Helper | 1 | 1 | 2 |
| 620.884 | Wrecker | 2 | 2 | 2 |
| 625.281 | Gasoline-Engine Repairman | 1 | - | - |
| 630.884 | Pump Installer | 1 | 3 | 4 |
| 721.281 | Electric-Motor Repairman | 1 | 1 | 1 |
| 806.381 | New-Car Get-Ready Man | 1 | 1 | 1 |
| 807.381 | Automobile-Body Repairman | 1 | 5 | 7 |
| 825.281 | Electrician Automotive | 1 | - | - |
| 899.884 | Mobile-Home Repairman | 1 | 1 | - |
| 915.867 | Automobile-Service-Station Attenda[illegible]t | 12 | 49 | 60 |
| 915.884 | Tire Repai[illegible]an | 8 | 11 | 15 |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| Personal Service Occupations | | | | |
| 045.108 | Psychologist Clinical | 1 | 1 | 2 |
| 187.168 | Director Funeral | - | - | 1 |
| 187.168 | Manager Beauty Shop | 1 | - | - |
| 195.108 | Caseworker | 2 | 4 | 4 |
| 195.108 | Probation Officer | - | - | 1 |
| 195.118 | Administrator Social Welfare | 1 | 1 | 2 |
| 332.271 | Cosmetologist | 14 | 14 | 13 |
| 332.271 | Cosmetologist Apprentice | 1 | 1 | 1 |
| 359.878 | Funeral Attendant | 1 | 1 | 1 |
| 359.883 | Chauffeur Funeral Car | 2 | 2 | - |
| 407.887 | Cemetery Worker | 12 | 11 | 13 |
| Public Service | | | | |
| 045.108 | Counselor | 1 | 8 | 8 |
| 090.228 | Faculty Member College or University | - | 4 | 5 |
| 091.118 | Principal | 3 | 1 | 2 |
| 091.228 | Teacher Industrial Arts | 1 | - | 1 |
| 091.228 | Teacher Secondary School | 29 | 49 | 53 |
| 092.228 | Teacher Elementary School | 18 | 36 | 34 |
| 094.228 | Teacher Handicapped Children | 1 | - | - |
| 094.228 | Teacher Mentally Retarded | 3 | 3 | 5 |
| 097.228 | Instructor Vocational Training | 3 | 7 | 9 |
| 099.118 | Director Educational Program | - | - | 1 |
| 099.118 | Supervisor Education | - | 5 | 5 |
| 099.368 | Teacher Aid | 1 | 5 | 5 |
| 110.108 | Lawyer | 1 | 2 | 2 |
| 110.118 | District Attorney | 1 | - | - |
| 120.108 | Clergyman | - | - | 1 |
| 152.028 | Teacher Music | 1 | 1 | 1 |
| 153.228 | Instructor Physical Education | 1 | 2 | 2 |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| **Public Service (cont.)** | | | | |
| 169.268 | Claims Taker Unemployment Benefits | — | 1 | 1 |
| 187.118 | Director Community Organization | - | 1 | - |
| 187.168 | Program Director Group Work | 1 | 2 | 2 |
| 232.368 | Post-Office Clerk | 2 | - | - |
| 232.368 | Post-Office Clerk | 3 | 3 | 2 |
| 233.388 | Mail Carrier | 2 | 6 | 7 |
| 249.368 | Library Assistant | - | - | 1 |
| 355.878 | Child-Care Attendant School | 10 | 2 | 2 |
| 359.878 | Teacher Nursery School | - | - | 1 |
| 371.868 | School-Crossing Guard | 1 | 1 | 1 |
| 373.884 | Fire-Fighter | 1 | 3 | 3 |
| 375.268 | Patrolman | 1 | 3 | 3 |
| **Transportation** | | | | |
| 184.168 | Superintendent Transportation | 1 | - | - |
| 196.283 | Airplane Pilot Commercial | 1 | 2 | 2 |
| 621.281 | Aircraft-And-Engine Mechanic | 1 | 2 | 2 |
| 824.781 | Airport Electrician | - | 1 | 1 |
| 902.883 | Dump-Truck Driver | 2 | 2 | 2 |
| 903.883 | Tank-Truck Driver | 2 | - | 2 |
| 904.883 | Tractor-Trailer-Truck Driver | 4 | 5 | 3 |
| 905.883 | Truck Driver Heavy | 11 | 32 | 27 |
| 905.887 | Truck-Driver Helper | 1 | 1 | - |
| 906.883 | Truck Driver Light | 4 | 12 | 15 |
| 911.883 | Longshoreman | - | - | 2 |
| 912.368 | Transportation Agent | - | 2 | 2 |
| 912.887 | Lineman | 1 | 1 | 2 |
| 913.463 | Bus Driver | 1 | 2 | 2 |
| 913.463 | Bus Driver School | 1 | - | - |
| 913.463 | Taxi Driver | 10 | 10 | 12 |

| DICTIONARY OF OCCUPATIONAL TITLES | | EXPECTED OPENINGS FOR | | |
|---|---|---|---|---|
| CODE | TITLE | 1973 | 1975 | 1978 |
| **Transportation (cont.)** | | | | |
| 919.168 | Dispatcher Motor Vehicle | 1 | 3 | 2 |
| 919.883 | Tow-Truck Operator | - | 1 | - |

## CAREER EDUCATION SUMMER WORKSHOP - 1973

# A LIST OF CAREERS RELATED TO EXPERIENCES IN NINTH GRADE SCIENCE

by R. Johnson
Horace Mann
Science

INVESTIGATING VARIATION (ISCS, Level III)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 1. "The Road Ahead" (Introduction to human variation) | Statistician<br>Accounting Clerk<br>Tabulator<br>Investigator | 1, 7, 12, 13, 14 |
| 2. "Tallies & Tables" (Organizing data) | Marketing Research Worker<br>Interviewer of Survey Worker<br>Statistician<br>Tabulator<br>Statistical Report Writer<br>Investigator<br>Accounting Clerk<br>Bookkeeper<br>Data Typist | 1, 7, 12, 13, 14 |
| 3. "Home on the Range" (Grouping data, constructing a histogram, calculating mean, median and mode) | SAME AS CHAPTER 2 | 1, 7, 12, 13, 14 |
| 4. "How Do You Measure Up" (Use of mean, median and mode to compare personal traits with classmates) | SAME AS CHAPTER 2 | 1, 7, 12, 13, 14 |

WINDS & WEATHER (ISCS, Level III)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
|  | Meteorologist<br>Marine Meteorologist<br>Farmer<br>Physicist<br>Weather Chart Plotter<br>Weather Chart Preparer<br>Weather Clerk<br>Weather Forcaster<br>Meteorological Aid<br>Meteorological - Equipment Repairer<br>Climatologist | 1, 5, 7, 9, 10, 11, 13, 15 |

IN ORBIT (ISCS, Level III)
(Astronomy)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 1. "The Message of Sunlight" (The use of the spectroscope for learning about light composition) | Physicist, Light<br>Spectrographic Analyst<br>Spectroscopist | 1, 13, 16 |
| 2. "Watts New?" (Measuring Radiant Energy) | Physicist, Heat<br>Light Bulb Tester<br>Light - Direction Engineer<br>Lighting Engineer<br>Lighting Technician<br>Physicist, Light | 1, 13, 16 |
| 3. "Far-Out Sun"<br>4. "Measuring the Distance to the Sun--Another Approach" (Measuring distances in space) | Astronomer<br>Mathematician<br>Surveyor<br>Geodetic Computer<br>Surveyor Helper<br>Surveyor, Highway<br>Physicist, Light<br>Navigator | 1, 6, 7, 8, 10, 11, 13 |
| 5. "How Big Is the Sun" (Measuring the size of the sun) | Mathematician<br>Astronomer<br>Telescope Operator<br>Navigator | 1, 6, 7, 8, 9, 10, 11, 13, 16 |

IN ORBIT (cont.)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 6. "The Fiery Chariot" (Studying the motion of the sun) | Astronomer<br>Mathematician<br>Navigator<br>Surveyor | 1, 6, 7, 8, 9, 10, 11, 13, 16 |

WHAT'S UP? (ISCS, Level III)
(Space Science)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 1. "Up, Up, and Away" (Rocket launching) | Rocket - Assembly Operator<br>Rocket - Control Technician<br>Rocket - Engine - Component Mechanic<br>Rocket - Engine - Test Engineer<br>Astronaut<br>Aircraft Designer<br>Pilot<br>Navigator<br>Flight Engineer<br>Plotting Board Operator | 1, 6, 7, 8, 9, 10, 11, 13, 17 |
| 2. "What a Reaction" (Investigation of forces involved in rocket movement)<br>3. "How Much Is Needed" (Movement through space)<br>4. "All Systems Go" | Physicist, Mechanics<br>Rocket Control Technician<br>Navigator<br>Plotting Board Operator<br>Aircraft Mechanic<br>Rocket Engine Mechanic<br>Rocket Engine Test Engineer<br>Rocket Engine Mechanic, Liquid<br>Rocket Engine Mechanic, Solid | 1, 6, 7, 8, 9, 10, 11, 13, 17 |
| 5. "Creating Craters" (Study of the moon)<br>6. "Peak & Flows" (Formation of features on the moon) | Astronomer<br>Telescope Operator<br>Astronaut<br>Astrophysicist<br>Astronomer, Celestial Mechanics<br>Geophysicist<br>Volcanologist<br>Geologist Helper<br>Petrologist | 1, 6, 7, 8, 9, 10, 11, 13, 16, 17 |

WHAT'S UP? (cont.)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 7. "A Day on the Moon" | SAME AS CHAPTERS 2, 3, 4 | |

CRUSTY PROBLEMS (ISCS, Level III)
(Geology)

| CHAPTER | OCCUPATION | RESOURCES (see attached list) |
|---|---|---|
| 1. "A First Look At the Earth" (Identifying forces at work on earth's surface) | Geologist<br>Geomophologist<br>Seismologist<br>Tectonophysicist<br>Glaciologist<br>Paleontologist<br>Geographer, Physical | 1, 6, 7, 8, 9, 10, 11, 13, 15, 16 |
| 2. "The Mountains" (Making observations of materials and appearance of mountains to enable student to interpret how they were formed and make predictions about their future) | Geographer, Physical<br>Geologist<br>Petroleum Geologist<br>Photogeologist<br>Stratigrapher<br>Geologist Helper<br>Tectonophysicist<br>Volcanologist<br>Glaciologist<br>Mining Geologist<br>Petrologist<br>Mineralogist<br>Gemologist | 1, 6, 7, 8, 9, 10, 11, 13, 15, 16 |
| 3. "The Midlands, A Pathway to the Sea" (Erosion & deposition) | Hydrologist<br>Photogeologist<br>Stratigrapher<br>Glaciologist<br>Surveyor<br>Geologist<br>Oceanographer | 1, 6, 7, 8, 9, 10, 11, 13, 15, 16 |
| 4. "The Shorelands" (Interaction of waves and the continental margins) | Hydrologist<br>Oceanographer<br>Physicist, Mechanics<br>Groundwater Geologist<br>Geologist<br>Marine Geologist<br>Geologist Helper | 1, 6, 7, 8, 9, 10, 11, 13, 15, 16 |

WELL BEING (ISCS, Level III)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 1. | Diet Clerk<br>Dietitian<br>Research Nutritionist<br>Inhalation Therapist<br>Medical Doctor<br>Food Chemist<br>Dietary Consultant<br>Food Products Tester | 1, 2, 3, 6, 7, 8, 9, 10, 11, 13 |
| 2. | Doctor<br>Cytotechnologist<br>Histologic Technician<br>Inhalation Therapist<br>Pathologist | 1, 2, 3, 6, 7, 8, 9, 10, 11, 13 |
| 3.<br>4.<br>5. | Social Worker<br>Doctor<br>Social Service Aide<br>Pharmacist<br>Pharmacy Helper | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13 |
| 6. | Lawyer<br>Social Worker<br>Sociologist<br>Public Health Educator | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13 |

ENVIRONMENTAL SCIENCE (ISCS, Level III)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 1. | Public Health Nurse<br>Public Health Educator<br>Community Services & Health Officer | 1. An Analysis of Fifteen Occupational Clusters<br>2. Health Careers (Comic)<br>1, 3, 7, 8, 9, 10, 11, 13 |
| 2. | Biologist<br>Ecologist<br>Biological Aide<br>Forester<br>Air Analyst<br>Environmental Laboratory Supervisor | 1, 5, 7, 8, 9, 10, 11, 13 |

ENVIRONMENTAL SCIENCE (cont.)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 3. | Water Purification Chemist<br>Environmental Lab. Supervisor<br>Septic Tank Serviceman<br>Sewage - Disposal Worker<br>Sewage Plant Attendant<br>Sewage Plant Operator<br>Superintendent, Water & Sewer Systems<br>Supervisor, Water & Sewer Systems<br>Water Tender<br>Public Health Bacteriologist<br>Sanitarian<br>Sanitary Engineer | 1, 5, 7, 8, 9, 10, 11, 13 |
| 4. | Ecologist<br>Zoologist<br>Fishery Biologist<br>Wildlife Biologist<br>Wildlife Refuge Manager<br>Statistician, Biological & Agricultural Science<br>Sewage Disposal Worker<br>Sewage Plant Operator<br>Superintendent, Water & Sewer Systems<br>Supervisor, Water & Sewer Systems<br>Biological Aide | 1, 5, 7, 8, 9, 10, 11, 13 |
| 5. | Fish & Wildlife Specialist<br>Fish Culturist<br>Fish Farmer<br>Hatchery Man, Fish<br>Fish & Game Warden<br>Hunting & Fishing Guide<br>Aquatic Biologist<br>Fishery, Bacteriologist<br>Chemist, Water Purification | 1, 5, 7, 8, 9, 10, 11, 13 |
| 5. (cont.) | Chemist, Water Purification<br>Environmental Laboratory Supervisor<br>Water Tender | 1, 5, 6, 7, 8, 9, 10, 11, 13 |

ENVIRONMENTAL SCIENCE (cont.)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 6. | Air Analyst<br>Radiation Monitor<br>Organic Chemist<br>Auto Mechanic - Tune-up & Carburetor | 1, 5, 6, 7, 8, 9, 10, 11, 13 |
| 7. | Ecologist<br>Economist<br>Statistician, Biological & Agricultural Science<br>Biologist<br>Microbiologist | 1, 5, 6, 7, 8, 9, 10, 11, 13 |
| 8. | Geographer<br>Land-use Technician<br>Urban Planner<br>Camp-Ground Caretaker<br>Weed-Control Supervisor<br>Soil Conservationist<br>Sociologist<br>Lawyer, Environmental Laws | 1, 5, 6, 7, 8, 9, 10, 11, 13 |

WHY YOU'RE YOU (ISCS, Level III)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 1. | Geneticist<br>Entomologist<br>Yield Loss & Sanitary Engineer<br>Fumigator, Orchard<br>Pest Control Technician<br>Exterminator | 1, 5, 7, 8, 9, 10, 13 |
| 2.<br>3.<br>4. | Botanist<br>Agriculture Statistician<br>Plant Breeder<br>Corn Investigator<br>Cerealist<br>Crop Scientist<br>Crop Research Scientist<br>Agronomist<br>Economic Botanist<br>Plant Taxonomist<br>Statistician | 1, 5, 7, 8, 9, 10, 13 |

WHY YOU'RE YOU (cont.)

| CHAPTER | REPRESENTATIVE OCCUPATIONS | RESOURCES (see attached list) |
|---|---|---|
| 5. | Geneticist<br>Statistician<br>Mathematician<br>Biological Aide | 1, 5, 7, 8, 9, 10, 13 |
| 6. Geneticist | Geneticist<br>Entomologist<br>County Agricultural Agent<br>Computer Machine Operator<br>Sorting Machine Operator<br>Key Punch Operator<br>Tabulating Machine Operator | 1, 7, 8, 9, 10, 12, 13 |

## RESOURCE LIST FOR CAREERS RELATED TO NINTH GRADE SCIENCE
(ISCS, LEVEL III)

1. An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education
2. Consumer and Homemaking Careers (Comic Book)
3. Health Careers (Comic Book)
4. Public Service Careers (Comic Book)
5. Agri-Business - Natural Resources Careers (Comic Book)
6. Occupational Exploration Kit (In MC)
7. Job Bank (In MC)
8. Encyclopedia of Job Facts (In MC)
9. Career Education Directory (In MC)
10. Handbook of Job Facts (In MC)
11. Choose Your Life Work Series (Monographs in MC)
12. Business and Office Careers (Comic Book)
13. Dictionary of Occupational Titles (Vols. I & II)
14. Marketing and Distribution Careers (Comic Book)
15. Marine Science Careers (Comic Book)
16. Manufacturing Careers (Comic Book)
17. Transportation Careers (Comic Book)

# GUIDELINES FOR PUPIL SERVICES

VOLUME 12, NUMBER 1 FALL 1973

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D. State Superintendent

# An Overview Of Model School Career Education Activities At The Secondary School Level

Terry Seifert

Lakeshore Technical Institute and the Sheboygan Public Schools are partners in a K-14 Career Education Project funded through the U.S. Office of Education, Department of Health, Education and Welfare (grant No. OEG-0-71-1027[361]). Staff members of the Wisconsin Department of Public Instruction have also assisted in the development and conduct of this project. It is a three-year project operating in four model schools in Sheboygan, Wisconsin.

The first year of the project (1971-72) was on a service basis available to surrounding school districts. The second year, the project moved into the model schools and established career education programs and activities.

The project's elementary school consultant established various programs at U.S. Grant Elementary School and is in the process of creating new programs and activities for the third year. At the secondary level, the Secondary Career Consultant works with administrators, counselors, and teachers in Horace Mann Junior High School and North Senior High School to establish career education programs and activities that relate to these needs of the pupils.

Exploration is the main thrust of the project at the seventh- through ninth-grade level. Experiences have been established that deal with two main areas: self-understanding and the world of work. Exploration is aided by a Career Information Center established in the junior high school's library. The center is made up of materials dealing with self-understanding, career planning and the world of work. The center includes 16mm films, video-tapes, filmstrips, cassettes, printed material, playback units and career games. Pupils explore in the center and teachers take materials to use in their rooms.

## Goals for Seventh Grade

At each grade level a different concept is emphasized. Teachers and counselors act as a team in the classrooms and use material from the Career Information Center to implement the activities. The goals at the seventh-grade level emphasize self-understanding and the development of positive attitudes toward self, others, and work. They also include gaining an understanding of personality, values, abilities, interests, weaknesses, fantasies, life styles, motivation, leisure time, etc. The team accomplishes this through the integration of the career education concept into the existing curriculum by using a K-14 Career Education Curriculum Guide developed by the project.

## Eighth Grade Goals

The emphasis at the eighth-grade level is on exploration of the work world. One method used is a study of the fifteen career clusters as recently defined by the U.S. Office of Education. At this time the exploration is accomplished in the classroom by showing video-tapes of workers on the job, having pupils report on interviews of individuals representing differing sections of the work world, and using cassettes and filmstrips in small group situations. Teachers also take pupils to the Career Information Center to give them an opportunity to explore the materials. The librarian aids each individual in his or her search.

The teachers also implement exploratory experiences for their pupils by discussing the occupational implications of their subject areas in different ways. One tool they use is the Wisconsin State Employment Service (WSES) Job Bank. The Job Bank is a five-piece set of microfiche, pub-

Mr. Seifert is Secondary Career Consultant, Lakeshore Technical Institute, Sheboygan, Wisconsin.

lished daily, listing the job openings registered with WSES throughout the state. The Job Bank gives job title, wage, education or experience needed, and a job description for each opening. Teachers use the Job Bank by sending pupils to evaluate current job openings and how they relate to various subject areas. The job descriptions are helpful when pupils are making decisions for educational placement into the appropriate curricula. For example, a job description may stress the need for good spelling, a foreign language, use of a microscope, or typing 55 words per minute.

Exploration of job clusters and subject areas are also implemented through the use of video-tapes that were taken on the work site and sound-on-slide presentations developed in business and industry. English teachers have pupils write on broad Career Clusters and their relationship to English while other teachers have similar activities. The individuals' explorations are kept as broad as possible in order to discourage them from becoming too narrow in learning about their occupational potentials.

In the developmental planning stage for the eighth-grade is a small group field trip technique whereby pupils explore career clusters by visiting various organizations representing a career cluster. The emphasis of the field trip usually focuses on the workers at all levels and includes environment, feelings, job ladders, responsibilities, occupational areas, entry level jobs, education and work world inter-relationship, self-concept building, and development of positive work attitudes. The pupil chooses a cluster to explore and accomplishes this by visiting several sites that relate to that cluster. A Career Education Committee composed of representatives from busines, industry, and the community-at-large has been formed and will aid in the establishment of the field trips and other programs now being developed.

## Ninth Grade Emphasis

The ninth-grade program combines the seventh- and eighth-grade programs and also expands into other activities. Teachers and counselors team together to help develop further each pupil's self-understanding and knowledge of the work world. This aids in educational planning for high school. As much as possible this approach is handled in the existing curriculum to avoid "Career Units." Speakers representing various facets of the work world are invited to discuss their job, necessary preparation, and life style. Personnel managers hold mock job interviews with pupils and explain how to fill out job applications to help them in finding part-time and temporary summer jobs.

The General Aptitude Test Battery (GATB) is given to all ninth graders. The GATB results are not used to track individuals; instead they are intended to open minds to potential occupations. The test also has motivational value in that many pupils further explore and become more serious about their futures. Pupils compare the Job Bank to their GATB results to discover relevant information concerning occupations in Wisconsin. This in turn leads them to other material in the Career Information Center. To further aid the ninth-graders, a plan is being formulated by which a pupil would "shadow" a foreman or supervisor for a time and observe the interrelationships, subject area utilization, environment and atmosphere in differing work sites at different levels. By "shadowing," the pupil will gain a much broader understanding of the existing work structure and a reservoir of relevant information on which to make career choices. Local business, industry and labor personnel have indicated interest and willingness to cooperate in establishing these career education programs.

The school counselors report that the pupils have a better understanding of themselves, the world of work and career planning opportunities available and are making better educational choices. The Sheboygan Public Schools are continuing programs and activities established by the project in the model schools and will expand them to other parts of the system when the project ends.

## Related Project Activities

Junior high school emphasis on career exploration becomes academic preparation at the senior high level. Every pupil should be prepared for either further education or a job when he leaves school (Marland, 1972). To help reach this goal, the project has included many diverse, but related activities.

*Manpower survey.* The cooperative effort of many agencies has resulted in the completion of a two-county-wide comprehensive manpower survey. Cooperative Educational Service Agency No. 10, Local Vocational Education Coordinators (LVECs), the Wisconsin State Employment Service (WSES), Lakeshore Technical Institute, and the Career Education Project worked together and produced this survey which is of value for counselors, LVECs, teachers, and administrators. It gives data that will be used for career planning, vocational programming, and short and long range goals to meet the needs of all pupils.

*Follow-up study.* A follow-up study determined the feelings of randomly selected former pupils that have graduated from North High School between 1961 and 1971. The results were statistically analyzed for levels of significance. The results of the study indicated several findings: (a) the school needs to become more involved in job placement; (b) pupils need to be made aware of other educational opportunities in college besides the common two–education and nursing; and (c) a greater emphasis on occupational exploration is needed because approximately 40% of the graduates surveyed said they would change occupations if given the opportunity. In another section of the study, the success of the school curriculum to aid the graduate was rated on different areas such as, "use of spare or leisure time," "understanding the world of work," "using good English," and "thinking through problems." The school received good to average ratings on the basic "three r's" and in "helping people to get along with others." However, other areas such as, "taking part in community and civic affairs," "marriage and family affairs," and "finding a job" received poor ratings. The study also covered jobs, wages, post-high school education, opinions, and comments.

*Career education guide.* The need for curriculum change was evident from the study results. A 700 page *K-14 Career Education Curriculum Guide* was produced by teachers, counselors and project staff to aid in this change. Two summers were spent in building the guide into a usable classroom tool. The guide covers self-understanding, world of work, and career planning, and is based on the model developed by the Wisconsin Department of Public Instruction.

The guide is divided into grade levels and subject areas and deals with career education concepts and activities to be implemented in the classroom. Behavioral objectives, curriculum considerations, activities, resources, and evaluations were developed to reach such areas as leisure time, community affairs, understanding abilities and interests, personality, etc. The guide was designed to be integrated into existing curriculum and not added on or attached as a "Career Education Unit," or a separate course. Pupils have commented that they have observed a change in curriculum and attitudes in certain classes

## Senior High Activities

Teachers in the senior high school are encouraged through this project to bring out occupational implications in the teaching of their subjects. For example, a mathematics instructor relates math concepts to usage in various jobs. An English instructor shows how English is a form of communication in the publishing industry.

To help teachers and counselors implement career education, a Career Information Center has also been established at North High School. This is located in a former classroom and staffed by a para-professional. This Career Information Center contains 16mm films, video-tapes, microfiche, cassettes, filmstrips, books, pamphlets, etc. Pupils in small groups are referred to the Center by teachers, and teachers use material from the Center in their classrooms. Many pupils also drop in at the Center during their free time.

The WSES Job Bank is located in the Center and is used for both placement and exploration purposes. Pupils use the Job Bank either to find employment or to relate to their educational plans the job openings found throughout Wisconsin. Much of the resource material listed in the *K-14 Career Education Curriculum Guide* is found in the Center and draws many teachers to explore for themselves. As new material arrives, the para-professional contacts the staff to make them aware of what is available. She also demonstrates usage of the hardware and software to pupils and discusses with teachers methods by which other staff members have utilized the material.

The General Aptitude Test Battery (GATB) was also administered in the senior high to all pupils. The GATB motivated various individuals to explore available informational material to discover relationships between the outside world and education. Pupils considering college, technical, or other forms of education seem motivated to explore their broadened occupational potential resulting from a serious look at their GATB results.

Many pupils are exiting high school without job skills. Some of these individuals have graduated and found that a diploma does not mean a job skill (Marland, 1972). To help alleviate this problem, a job entry level skill training program in welding has been established in cooperation with Lakeshore Technical Institute, surrounding high schools, and the Project. Some of the youth in the program have exited school while others will graduate with their class. For those who have exited, a General

Educational Development (GED) program is available to assist in obtaining a certificate of graduation. Plans are under way to develop other areas of job skill training

**Summary**

Articulation between the secondary schools and Lakeshore Technical Institute is taking place in curriculum, advanced standing, and closer cooperation. Curriculum change has already taken place in mathematics as a result. Groups of instructors representing various subject areas are meeting to resolve the problems that accompany articulation. Articulation on a continuous basis has been established and will be expanded into new areas such as guidance.

The project has received support from business, industry, labor, government, and community. These groups seem to feel that career education is the answer to many of the problems in our society. Corporation presidents, labor representatives, the community, and others have indicated a need for career education and their willingness to become involved and lend support when necessary. Industry has asked what they can do to become involved and have input into the curricular structure on a consultative basis. The project is attempting to bridge the gap between the worlds of education and work to benefit the youth that will exit from one into the other.

Effective career education means a change of attitude and priority in and out of education. Curriculum change is taking place. Community and education are taking a fresh new look at each other; teacher and pupil attitudes to education are improving. The project is proving to be a catalyst for change in the model schools and surrounding community.

**References**

Lakesnore Technical Institute. *K-12 career education guide.* Sheboygan, Wisconsin: LTI, Career Information Center, undated.

Marland, S. *Career education.* (HE 5.280:80075) Washington, D.C.: U.S. Government Printing Office, 1971.

Wisconsin Department of Public Instruction. *K-12 guide for the integration of career development into local curriculum.* Madison: WDPI, 1971.

---

## *Career Information Service From APGA*

The National Career Information Center (NCIC), a service of the American Personnel and Guidance Association (APGA) offers subscribers important and timely career information in a concise, readable, and usable package.

During the first year of the Center's operation, its newsletter, INFORM, has introduced subscribers to a variety of information dissemination techniques being employed around the country. Special features in the newsletter have included: career centers, utilization of career consultants, role of the information specialist, and a comprehensive career information spectrum. Future issues will focus on additional techniques including a mobile career guidance lab, role of the para-professional information specialist and career guidance activities for use with groups. INFORM has addressed the issues of career guidance for women, volunteerism, guidance implications of an all volunteer military, and the impact of the computer on career guidance. In addition, more than 300 resources were identified in ten issues of the first volume.

The initial ten issues of the CAREER RESOURCE BIBLIOGRAPHY reported the source and availability of more than 700 guidance tools and resources. Career areas represented thus far in the bibliographies include (a) communications and media, (b) advertising, marketing and public relations, (c) engineering, (d) health and medicine, (e) agriculture and agribusiness, (f) business, office, and information processing, (g) public services, (h) environment, (i) science, and (j) personal services. Individual copies of Volume I (1972-72) bibliographies may be purchased at a cost of 75 cents per copy (10% discount on orders of 15 or more bibliographies).

Counselors may obtain subscription information and a sample copy of INFORM and the CAREER RESOURCE BIBLIOGRAPHY by writing the NCIC, APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. The service costs $25.00 for 10 issues each of the newsletter and bibliography, or $15.00 if an APGA member completes the application.

# ELEMENTARY SCHOOL CAREER EDUCATION ACTIVITIES

The role of all personnel at the elementary school level in relation to Career Education involves the development of positive attitudes toward oneself and the work world and the learning of information about oneself and the work world.

The goal in the primary grades (Kindergarten through Grade 3) mainly involves the development of an understanding and acceptance of oneself by setting up a school environment which allows children the opportunity to make mistakes and learn from the experience. The development of positive attitudes toward workers involves an understanding and acceptance of the dignity and worth of every worker in his role in the community of the world of work.

The intermediate grades (Grade 4 through Grade 6) have the objective of building on the program of the primary grades and developing an orientation to the world of work and the role that individual workers play in it. This includes becoming involved in acquiring information about some job examples in each of 15 basic career clusters as defined by the U. S. Office of Education in Washington, D. C.: Agri-Business and Natural Resources, Business and Office Occupations, Communications and Media, Construction, Consumer and Homemaking Related Occupations, Environment, Fine Arts and Humanities, Health Occupations, Hospitality and Recreation, Manufacturing, Marketing and Distribution Occupations, Marine Science Occupations, Personal Service Occupations, Public Service, and Transportation.

These goals can be implemented by many activities and each school is encouraged to use their own staff creativity to best develop them for their own school. However the author recommends these activities as defined by the faculty at Grant Elementary School in Sheboygan, Wisconsin.

Self-Concept Development Program. Making children aware of their individual skills and attitudes can be done as part of classroom activities. A mirror can be brought from home to hang over the water bubbler so children can look at themselves as they appear to others. Booklets can be made by the children that tell about themselves. Children can be assigned various classroom duties according to the areas of their life in which they are most skilled. These duties can range from academic tutoring to clean-up activities and art posters or oral and written reports.

Attitude awareness can be developed by tape recording students' voices as they argue, pick sides for physical education games, or debate about current event issues. Classroom evaluation sessions can demonstrate to students that their teacher is interested in learning how others see her in her role as their teacher. A discussion of which classroom member would be best for a particular task can lead to the observation that certain students are not picked because they are either too quiet, their behavior is unacceptable, or they do not exhibit skills that are seen as being needed.

Finally, the teacher must provide a classroom environment which provides the children with an opportunity to fail at something or exhibit lack of ability in some area of their life and not be ridiculed or debased for it. The student must also be provided an opportunity to develop confidence in himself by being helped by the teacher, counselor, parent, or other students to achieve success and develop lesser abilities in areas in which improvement is recognizable by other people.

Curriculum Instruction Program. The counselor is in a key position to be seen by school personnel as the building level representative who is most knowledgeable and skilled in the area of career education. He has the time, training, and knowledge to influence the curriculum to best effect the individual student's development of a self identity and career knowledge.

His efforts in individual and group counseling, contacts with business and industry, consultation with teachers and parents, experience in teaching techniques, and training in career education literature and workshops make him the person most skilled and available to coordinate the career education program in the elementary school.

The counselor must be willing and able to step right into the classroom and demonstrate how a teacher can develop interest in studying about the attitudes and skills of individual children as well as adults in the work world. He can lead classroom level or small group guidance discussions about most any subject and research the information necessary for those discussions about fellow students or the world of work. His objective should be to get the teacher interested in developing her instruction around the core issues which he has demonstrated to her with her own class. And he should be available to her for planning and preparing resources for a continuing, on-going instructional program which strives to make the curriculum more relevant by showing the relatedness between subject area skills and attitudes and the requirements of the various occupations in the work world.

Speakers Program. Survey the students as to which speakers from the world of work they would like to have tell about their job. A suggested technique would be a numerical rating scale in which they indicate the most desired speaker by the number one, the next most desired speaker by the number two, etc. The students should be cautioned to select the job they would most like to learn about, not the job that they think they would like to work at some day. Make sure your survey has several occupations represented from each career cluster and that all jobs are held by some parent of children in your school. The tabulated results can help convince the parent and his employer that he should be released from his job for part of a day with compensation because X number of students in his child's school want to hear about his job.

A partial sample survey might look like this:

Number 1-3

___ Doctor
___ Truck Driver
___ Bank Teller
etc.

Number 1-3

___ Mechanic
___ Dentist
___ Sales Clerk
etc.

Number 1-3

___ Policeman
___ Farmer
___ Lawyer
etc.

Have each speaker wear their work clothes, bring the tools or equipment they use on the job, and any audio-visual or written descriptions of their job. Their presentation should not last longer than one hour and should include specific information about duties, training, positive and negative job components, and opportunities for promotion. Their own children need to be in the audience whenever possible.

Field Trip Program. The guidance counselor must become involved in developing positive relationships between the school and personnel in the business and industry community in order to lay a foundation for good relationships. The counselor must stress the school's interest in gaining input from the work world into its curriculum. Representatives from business and industry have to visualize the school as wanting to develop students with healthy attitudes toward work and skills that are usable in the work world. When the businesses and industries develop an understanding of their importance in implementing the career education component of the curriculum, they will become more eager to reciprocate to the schools by providing field trip tours, speakers, and even samples of their products.

There have been many restrictions placed on field trips during the past several years. Insurance qualifications, union standards, and even safety regulations have limited the amount of field trips allowed into the work world. Counselors and teachers, however, can develop many of the following activities which will allow better use of the field trip technique for learning about occupations.

Teachers need to develop concise objectives for their field trips and make them more visible to representatives of the work world by spending more time on classroom preparation and follow-up activities. They also need to make better use of classroom mothers to transport their children to field trip locations. Group sizes should be limited to ten children or less with many adult supervisors involved so that children can go to field trip locations at different times or have smaller groups go to several locations at the same time.

Placement Program. Ask each worker in the school to make a list of activities in which students could help them in their job as principal, secretary, counselor, teacher, janitor, etc. Then ask each teacher to make a list of students who are not relating to the academic aspects of school. An agreement must be established with the teachers to allow these students out of class during the school day to work at these jobs. Some typical activities that students can do include helping the custodial staff with emptying waste baskets or raking the lawn, helping the physical education teacher set up gym equipment, reading to younger children, or even demonstrating a hobby or skill in which they have talent.

The counselor's role includes developing an application form for the students to fill out, posting jobs available to students, and interviewing students for jobs. Students should be made aware of their responsibility to complete classroom work for their own teacher as well as accomplish the task required of them on the job in which they are placed. They should be made aware that they can be released from their job if they are negligent in accomplishing their duties or getting along with all the people involved in the assigned job.

Group guidance techniques should be used by the counselor both in preventing problems with students before they are placed on a job and in solving problems after they are placed on a job. The scope of these group guidance sessions should involve the development of work attitudes and skills necessary for jobs within the school setting.

Hands-On Program. Obtain free materials and personnel to provide small groups of students an opportunity to develop skills in repairing or constructing products to be used in the school building. Ask for volunteers among parents who work the night shift or from grandparents who are retired. Obtain lists of retired or unemployed workers from the union offices. In each instance make sure the activity is related to a talk or field trip with some adult in that career cluster.

Ask parents and school personnel to provide individual items from home or school which children can repair and make usable again. Seek the aid of workers (preferably parents) who can help provide tools, technical knowledge, and supervision to groups of less than ten children who are interested in learning how to repair things. Examples of items to be repaired include vacuum cleaners, television sets, record or cassette players, lawn mowers, sinks, or light switches.

Similarly, seek scrap materials of wood, metal, or leather from local businesses, industries, or parents to build some projects. Ask for donations from lumber companies or other material supply stores or seconds of products sold by department or equipment stores. Obtain the help of workers to provide the necessary knowledge, tools, and supervision to children interested in learning how to create products. Examples of items to be constructed are marionette-puppet stages, room dividers, fold-up hall desks, animal cages, pin-hole cameras, leather toy pouches or lamps.

In summary, our elementary schools must change their instruction to meet career education objectives or their last gasping words before they go out of existence will be: "We never did it that way before!" Similarly, the guidance counselor must change his role or his own career will be eliminated. His guidance function must overshadow his counseling role, or he will not be seen by the school system or the community as being worth the salary he is being paid only to play the role of a psychiatrist to the ten children he can counsel with during a school day.

The counselor needs to get out of the school building and interpret curriculum needs to key personnel in business and industry. He needs to spend much of his time developing positive relationships with parents as he introduces them to child development stages and characteristics they need to know for raising their children. He needs to develop programs in learning disabilities and behavioral modification by working in cooperation with school psychologists, home visitors, mental health clinics, family counseling agencies, and social service departments outside of the school.

Then, as the career education representative for his school, he can bring together the community and school forces needed to interact for the purpose of creating a more meaningful and individualized instruction for the children of the school which he serves.

Author

Darryl B. Sheggrud

Darryl B. Sheggrud
Elementary Career Education Consultant
L.T.I. Career Education Center

## GRANT SCHOOL SPEAKERS

This list includes all of those parents who spoke about their jobs in the World of Work Speakers Program during the 1972-73 school year. Since there will be no formal organized program in the library this year, you will want to contact some of these speakers for your own classroom.

Speakers should be interviewed by the children whenever possible. They should also include as many parents of children in your classroom as is possible. (See Revised LIST OF EMPLOYERS OF GRANT SCHOOL PARENTS.) Include the study of occupations in your teaching as often as you can, whether interviewing the speaker on his job or in your classroom.

| | TITLE | NAME | COMPANY | PHONE |
|---|---|---|---|---|
| 1. | Archaeologist | George Griffiths | Plastics Engineering | 457-2121 |
| 2. | Architect | Dick Zeiner &<br>Gene Cravillion | Bray, Cravillion, Zeiner | 458-5761 |
| 3. | Beverage Distributor | Jack Lewis | Lewis Distrib. Co. | 693-7521 |
| 4. | Cement Contractor | Bernard Beimel | Beimel Concrete Cont. | 458-1762 |
| 5. | Chef | Laurence Brown | Richard's Restaurant | 467-6401 |
| 6. | City Forester | Gerald Wehmeyer | City | 457-5011 |
| 7. | Coast Guard | James Leftwich | U.S. Coast Guard | 452-5115 |
| 8. | Computer Programmer | Harold Hotchkiss | Kohler Company | 457-4441 |
| 9. | Controller-Dept. Store | James Horstman | H. C. Prange | 457-3611 |
| 10. | Controller-Industrial | Richard Radzicki | PEMCO Inc. | 458-3473 |
| 11. | Coroner | Richard Suscha | City | 457-5011 |
| 12. | Credit Manager | Jacob Mueller | H. C. Prange | 457-3611 |
| 13. | Dental Hygienist | Margaret Imig | Dr. Don Imig | 452-6182 |
| 14. | Engineer-Manufact. | Fred Severson | Garton Toy | 457-9466 |
| 15. | Factory-Clothing | Robert Holman | Lakeland Manufact. | 457-7759 |
| 16. | Factory-Wood Products | Michael Muth | K. W. Muth Co. | 458-9181 |
| 17. | Florist | Don Caan | Don Caan Florist | 457-5517 |

| | TITLE | NAME | COMPANY | PHONE |
|---|---|---|---|---|
| 18. | Gas Station Owner | Lee Leonhard | Leonhard's Spur Station | 452-6641 |
| 19. | Grocery Store Manager | Glendle Bierstaker | Food Queen | 458-2931 |
| 20. | Hardware Store Owner | Hugo Trilling | Trilling Hardware | 457-5541 |
| 21. | Insurance Salesman | John Bell | Ballschmider-Schils | 458-6101 |
| 22. | Insurance Underwriter | Dallas Stetson | Heritage Ins. Co. | 458-9131 |
| 23. | Interior Decorator | Duwane Grube | August Grube Inc. | 457-7695 |
| 24. | Jeweler | Bernard Ehrman | Erlien Jewelers | 457-7022 |
| 25. | Key Punch Operator | Janice Scribner | Kohler Company | 457-4441 |
| 26. | Leather Craftsman | Stephen Gerk | High Grade Leather Co. | none |
| 27. | Mayor | Richard Suscha | City | 457-5011 |
| 28. | Medical Technician | Gerhard Pauly | Memorial Hospital | 457-5033 |
| 29. | Minister (Asst.) | Rev. George Schowalter | 1st Congregational Ch. | 457-4818 |
| 30. | Mortician | Richard Mason | Kroos-Mason Funeral Home | 457-3883 |
| 31. | Office Machine Repair | Bob Abbey | Ross Office Machine Co. | 458-7727 |
| 32. | Ophthalmologist-Eye Dr. | Dr. Robert Holmstrom | Sheboygan Clinic | 457-4461 |
| 33. | Pharmacist | Richard Suscha | Medicine Chest | 457-4875 |
| 34. | Photographer | Clair Kilton | Clair Kilton | 457-7246 |
| 35. | Policeman | Wayne Adams | Sheboygan Police Dept. | 457-3636 |
| 36. | Pottery Caster | Roger Heling | Kohler Company | 457-4441 |
| 37. | Psychiatrist | Dr. Rodney Johnson | Sheboygan Clinic | 457-4461 |
| 38. | Real Estate Broker | Ray Utecht | Ballschmider-Schils | 458-6101 |
| 39. | Technical School | Harold Anderson | L.T.I. | 458-4183 |
| 40. | Telephone Ans. Serv. | Arlene Heymanns | Telephone Ans. Serv. | 458-5781 |
| 41. | X-Ray Technician | Mary Nowaki | Sheboygan Clinic | 457-4461 |

END